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ABSTRACT

Developed by experienced migrant education teachers using several Sight and Sound Program concepts, this volume presents approximately 150 pre-drafted individual short-term Plan/Records in the subject area of secondary level communication arts, and step-by-step utilization directions for Oregon resource teachers, classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. After a quick assessment, using whatever information is available, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and any relevant comments, forming the record portion of the Plan/Record. Arranged in order of increasing difficulty, the communication arts Plan/Records cover concepts such as noun-pronoun agreement, sentence patterns, parts and use of an abridged dictionary, punctuation usage, essay writing, library card catalogue usage, and identification of symbolism in literature. (NEC)

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PREDRAFTED INDIVIDUAL
SHORT - TERM PLAN/RECORDS
(SECONDARY LEVEL)

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DEC 1981
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MIGRANT
OREGON
EDUCATION

COMMUNICATION ARTS

RC 013064

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PREDRAFTED INDIVIDUAL SHORT-TERM PLAN/RECORDS

DIRECTIONS FOR RESOURCE TEACHERS, TEACHERS AND AIDES

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September 1981

FUNDED BY
OREGON ESEA
I-M PROGRAM

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced four years ago. It is currently being used in various areas of the state. In this approach the teacher assumes that the student will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous students with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any student who had the particular need addressed by an objective. A group of five experienced migrant education teachers who had made extensive use of Individual Short-term Plan/Records and Sight and Sound was brought together to generate pre-drafted Plan/Records to cover situations which they felt were frequently encountered with active migrant children.

It was believed that Individual Short-term Plan/Records could be developed in the secondary level by using several Sight and Sound Program concepts. Various program concepts were chosen and the development of Individual Short-term Plan/Records in these areas began. The areas chosen were Communication Arts, Government, History, Mathematics, and Science.

The area of Personal Finance was also developed, despite not being a Sight and Sound concept. Because of the requests and necessity to produce this subject area, it was only appropriate to develop it at this time.

The Individual Short-term Plan/Records in this booklet will contain these areas:

- Communication Arts
- Government
- History
- Mathematics
- Personal Finance
- Science

In several plans, corresponding Sight and Sound concept numbers are listed to show the linkage of Short-term Plans to Sight and Sound concepts. This will greatly benefit the users of both the Sight and Sound Programs and Individual Short-term Plan/Records Project. In addition, to further combine programs and to have a flow of continuity, some of the Math programs will have Skills List numbers. The Skills List numbers are to be used for whatever purposes and in whatever ways are designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Mr. Dan Santos of that office, phone 378-6853.

Several classroom teachers are to be acknowledged for their line efforts in developing these Individual Short-term Plan/Records. Almost all have had experience in writing single concept programs and have authored various Sight and Sound programs. These people are Barbara Griffin of Sprague High School who wrote all of the Communication Arts plans; Maria Hinojosa of Marion County was responsible for writing the Government and History plans; Robert Dedrick of Silverton Union High School developed the Mathematics plans; Jinny Carter of McKay High School wrote the Personal Finance plans; and James Brueckner of Silverton Union High School wrote the Science Programs. Technical assistance and coordination of the secondary level programs was performed by Merced Flores, M.E.S.C. Secondary Curriculum Development Specialist. Bill Savard of the Northwest Regional Educational Laboratory served as a consultant. A special thanks goes to Doreen Lucero and Gayle Jolliffe who spent many hours typing these Short-term Plans.

Directions for Resource Teacher:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using either the loose-leaf reproducible version or the bound booklet version of the pre-drafted Individual Short-term Plan/Records.

In order to use the loose-leaf version you will need access to a xerox or other easy to use duplicating machine to replenish your initial stock of pre-drafted Individual Short-term Plan/Records. Your initial stock consists of 10 copies of each Plan/Record. Whenever your stock drops to three or less copies of any one Plan/Record simply xerox the required number and put them into the correct place in your folder.

Step I

Carefully review the entire set of pre-drafted Plan/Records. Being thoroughly familar with the content will greatly increase your ability to use them efficiently. Remeber, these pre-drafted Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill out the rating form on the back of each one. Then collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Students:

As a classroom teacher you will most likely be using the bound booklet version of the pre-drafted Individual Short-term Plan/Records, UNLESS you work under the direction of a resource teacher and a decision has been made to try the loose-leaf version. The content of both versions is the same. We are trying both in different locations so as to learn the advantages of the different formats. The following directions apply to the bound booklet version.

Step I

Carefully examine each of the six booklets (Communication Arts, Government, History, Mathematics, Personal Finance, and Science) to become thoroughly familiar with their content. If a child has educational problems in either of these areas, select the appropriate booklet(s) and enter his name and other identifying information on the cover. The Plan/Records in the booklets are arranged roughly in order of difficulty but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these students need many skills. Our task for the moment is to find one or more appropriate tasks he needs to undertake now and to get underway with it immediately. As these tasks are completed another can be started.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the student. After talking with the student select a sheet near the front of the booklet. Informally test him against the criterion statement. If he accomplishes it easily, try something considerably more difficult from the back of the booklet, if that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get under way with the activities.

Step IV

At the end of the designated time period, or sooner if the student seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the student participated out of the total actual school days in the planned period. Then fill in the rating form on the back of the Plan/Record.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he absent so much that he could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so simply write directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are provided at the back of the booklets. It is suggested that you gain some experience with the pre-drafted Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Accumulate the completed Plan/Records by leaving them right in the booklets. Keep the booklets even if the student leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

Sources

Many of the sources you may want to use are listed or attached on the Individual Short-term Plans. Since many of the plans were developed to go along with the Sight and Sound filmstrip/cassette program, you may want to use or acquire these programs. Sight and Sound Program information is available by calling Merced Flores at 378-6853. Do not feel obligated to use the listed materials. These are only suggestions.

COMMUNICATION ARTS

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** ____________
Last First
or
Grade ____________

Content Area Communication Arts Sight & Sound 3.1.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach noun - pronoun agreement. Noun: A person, place, or thing. Pronoun: Takes the place of a noun.

Activities: **What will be done, when, how much (time), by whom?**

1. Show the student three sentences demonstrating noun - pronoun agreement

   a) I looked for Henry, but I couldn't find him.
   b) Sam hunted for his books, but he couldn't find them.
   c) Victor talked to the dog and was then able to pet it.

2. Have the student supply the missing pronoun in teacher selected sentences. Example:

   a) The student was aware of _____ faults.
   b) Jeff called to _____ dog.
   c) Sandy looked for her keys but could not find _____.
   d) Shelley called John and Kris but _____ were not home.

The student will write in the responses.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to identify, orally and in writing, noun - pronoun agreement with 100% accuracy in ten cases.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last First or
Grade ______________

Content Area Communication Arts Sight & Sound 3.1.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the whether - or sentence pattern.

Activities: **What will be done, when, how much (time), by whom?**

1. The student will be shown (and if necessary have read to him) five sentences using the whether - or sentence pattern.

   a) Joe could not decide whether to ask Mary or Jill to the dance.
   b) Alice did not know whether to buy a cake or a pie.
   c) James couldn't decide whether to laugh or cry.
   d) Laddie did not know whether to come to his master or continue to run.
   e) John could not know whether to choose answer A or B.

2. Show the student five sample sentences with the words whether - or missing. The student will fill in the words whether - or in the correct blanks.

   a) Luke did not know _____ to stay _____ leave.
   b) Leslie doesn't know _____ Sally is her friend _____ not.
   c) I don't know _____ a Sheltie _____ Poodle would be a better pet for me.
   d) Sarah did not know _____ to study for the test _____ not.
   e) Burt should know _____ Sally _____ Jackie is more loyal.

3. Have the student develop ten sentences of his own using the whether - or sentence pattern.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly use the whether - or sentence pattern. Five sentences will be written and five sentences will be oral. The student will do this with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates __________ **to** __________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.1.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the use of so, too, neither, and either.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that so and too are used in sentences agreeing about something someone likes or does; either and neither are used in sentences agreeing about something someone does not do or does not like.

2. Give the student the following examples:

   a) My brother likes dogs. I do too and so does my sister.
   b) My mother doesn't like the dark. Neither does my aunt.
   c) Lad doesn't share his food and growls when he eats. Foxy doesn't like to share either.
   d) I like swimming. So do I, but I like it best when my friends go along too.

3. Have the student write four of his own patterns showing the use of so, too, neither, either.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student is to write his patterns with 80% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ______________

For Dates ______________ **to** ________________

Student Name ____ **Age** ____________
Last **First** **or Grade** ____________

Content Area Communication Arts Sight & Sound 3.1.4

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To practice the English SH sound.

Activities: **What will be done, when, how much (time), by whom?**

1. Tell the student that the English SH sound is made by cupping his tongue and blowing his breathe through closed front teeth. No sound comes from the throat.
2. Pronounce five words with the SH sound, having the student repeat the sound while looking at the word.

a) wash
b) fish
c) shces
d) show
e) flash

3. Give the student a list of ten words with the SH sound and have him pronounce them.

a) sherry
b) shove
c) sheep
d) Tasha
e) squash
f) stash
g) lash
h) shore
i) shoot
j) shepherd

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to pronounce the words with 100% accuracy.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.1.5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To practice the English CH sound.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that to pronounce the English CH sound use the tongue to block the air when the tip of the tongue touches the palate. Letting the air out makes the CH sound.

2. Have the student repeat the following words after each is read to him.

   a) cheap
   b) chicken
   c) cheer
   d) check
   e) cheek
   f) Cheech
   g) Chong
   h) chime
   i) chip
   j) Chinese

3. Have the student read the following words.

   a) chest
   b) clutch
   c) breech
   d) chimney
   e) chalk
   f) Chain
   g) chump
   h) chew
   i) fetch
   j) lunch

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to pronounce the CH sound with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** __________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** __________
Last **First** **or Grade** __________

Content Area Communication Arts Sight & Sound 3.1.6

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To practice the English S sound.

Activities: What will be done, when, how much (time), by whom?

1) Tell the student that to make the English S sound he must cup his tongue, place the tip of the tongue just above the upper front teeth and let the air hiss through. No sound comes from the throat.

2) Have the student practice the sound.

3) Have the student listen to each of the ten words and repeat each after the instructor.

a) sign
b) simple
c) toss
d) lost
e) glass

f) senior
g) sit
h) satisfy
i) listen
j) lesson

4) Have the student read the following ten words.

a) Sue
b) seem
c) bites
d) fits
e) dogs

f) Samson
g) soap
h) words
i) frost
j) string

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will pronounce the S sound in the second ten words with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** __________
Last **First** **or Grade** __________

Content Area Communication Arts Sight & Sound 3.1.7

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To practice the English Z sound.

Activities: **What will be done, when, how much (time), by whom?**

1. Tell the student that to make the English Z sound he must cup the tongue, place the tip of the tongue above the upper teeth and let the air hiss through, while making a sound in the throat.

2. Have the student repeat the following ten words.

   a) blaze
   b) Zorro
   c) zip
   d) zing
   e) freeze
   f) fuzzy
   g) zoo
   h) buzzard
   i) lazy
   j) zipper

3. Have the student read the following ten words.

   a) zero
   b) zoom
   c) zinc
   d) zen
   e) zee
   f) zest
   g) Zeus
   h) zither
   i) zoology
   j) zombie

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student is able to pronounce the second ten words with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ Last ______________ First ______________ **Age or Grade** ______________

Content Area Communication Arts Sight & Sound 3.1.8

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To practice the English voiceless TH sound.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that to make the English TH sound he must leave his lips slightly apart, spread the tip of his tongue wide and thin, between the teeth and breathe out gently.

2. Have the student repeat each word as it is pronounced.

a) thick	f) tooth
b) thin	g) teeth
c) think	h) bath
d) thing	i) theft
e) thump	j) thief

3. Have the student read each of the following ten words.

a) them	f) booth
b) theme	g) theory
c) thought	h) thieves
d) toothless	i) therapy
e) thanks	j) therefore

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will pronounce the words with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ________________________________ **Age or Grade** __________
Last **First**

Content Area Communication Arts Sight & Sound 3.1.9

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To practice the voiced English TH sound.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that to make the voiced English TH sound he must place the tip of the tongue above the lower teeth and to the back of the upper teeth, breathe out, and voice the sound gently in the throat.

2. Have the student repeat each word as it is pronounced.

a) thimble
b) toothless
c) thanks
d) bath
e) health
f) breathe
g) wealthy
h) smooth
i) breath
j) bathe

3. Have the student read each of the following words.

a) feather
b) cloth
c) thigh
d) theory
e) brother
f) father
g) mother
h) throughout
i) threw
j) throw

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will pronounce the words with 100% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ________________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.1.10

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the parts and use of an abridged dictionary.

Activities: **What will be done, when, how much (time), by whom?**

1. Provide students with an abridged dictionary.

Have the student find the answers to the following:
(List title of section and page numbers.)

a) What is the title of your dictionary?

b) List the title of the introductory section which gives pronunciation information. What is the page number of this section?

c) What is the section explaining the dictionary called?

d) Where are the abbreviations listed? Give the title for this section, if it is separate.

e) Where are the meanings of signs and symbols found? List the section title and page.

f) Is there a section for capitalization and punctuation? If so, write the title and page number.

g) Does your dictionary have a section listing names of important people and places or are they listed in the body of the book?

h) Where are foreign words found?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will answer the ten questions with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ______________

Student Name ______________________ ______________________ **Age** __________
Last First or Grade __________

Content Area Communication Arts Sight & Sound 3.1.12

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To find a word in the dictionary.

Activities: **What will be done, when, how much (time), by whom?**

1. Explain that words in a dictionary are in alphabetical order, have proper spelling, correct pronunciation, tell what part of speech the word is, and give word meaning.

   Give the student a word to look up. Be sure that he has the proper spelling.

2. Have the student copy the dictionary entry. He is to list division of syllables, pronunciation, part of speech and each meaning given.

3. Give the student nine other vocabulary words. He is to follow the same procedure as in activity number 2.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be tested. He is to pronounce each word correctly, spell it correctly, define it and be able to divide it into syllables with 80% accuracy. He is also to be able to show that he can look up ten new words for the following week, following the same procedure.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.1.14.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the use of a Thesaurus.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that a synonym is a word having the same meaning as another word. Example: fat: obese
2. Inform the student that a Thesaurus can be used for: synonyms, new ideas on subjects, and words to express an idea.
3. Have the student look-up the words cold, fat, and hot. Students are to list the synonyms found.
4. Have the student choose ten words on his own, and choose a synonym. The student is then to write a sentence for each of the ten synonyms he selects.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to find a synonym for each word and use it in a sentence with 100% accuracy.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age or Grade** ______________
Last First

Content Area Communication Arts Sight & Sound , 3.1.14.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the use of a Thesaurus.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that a Thesaurus can be used to find right words or new ideas on subjects.
2. Have the student turn to the word poetry, index number 597.
3. The student is to write a sentence for each meaning: muse, fire of genius, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will use each meaning correctly in a sentence, with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.1.14.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the use of a Thesaurus. A Thesaurus can give a different word to express an idea.

Activities: What will be done, when, how much (time), by whom?

1. Have the student look up the word rest. (Section number 265.)
2. List synonyms as nouns: quiet, pause.
3. List synonyms as verbs: be still, remain.
4. List synonyms as adjectives: still, silent.
5. Write a sentence using the word rest as a noun, a sentence using the word rest as a verb and a sentence using the word rest as an adjective.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write the three sentences using the word rest as three different parts of speech with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ______________________________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.1.50

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to identify a synonym.

Activities: **What will be done, when, how much (time), by whom?**

1. Define synonym for the student.
   a) S-Y-N means together.
   b) O-N-Y-M means name.
   c) Synonyms are words that can be used together.
   d) Synonyms have the same or nearly the same meaning.
2. Give student 10 words to look up in the Thesaurus or dictionary.

   The student is to find a synonym for each of the ten words.

   The student is then to use each of the ten words and each of the ten synonyms in sentences.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will use each of the ten words and each of the synonyms in separate sentences to show meaning. This will be done with 100% accuracy and may be either written or oral.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ District: ______ Area ______

For Dates ______ to ______

Student Name ______ Age ______
Last First or
Grade ______

Content Area Communication Arts Sight & Sound 3.1.51

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to identify an antonym.

Activities: What will be done, when, how much (time), by whom?

1. Have the student look up the word antonym in the dictionary. (A-N-T-I means opposite or against. O-N-Y-M means name. Antonyms are words that mean the opposite of another word.)

2. Give students a list of ten words. He is to look up the meaning in the dictionary.

   The student is then to list the antonym for each word. The student is to use each word and its antonym in separate sentences. Words and their antonyms should be underlined.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student's first ten sentences should show the meaning of each word. The second ten sentences should demonstrate the opposite meaning of the ten words. The twenty sentences should be 100% accurate.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last** / **First**) **Age or Grade** ____________

Content Area Communication Arts Sight & Sound 3.1.52

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify a homonym.

Activities: **What will be done, when, how much (time), by whom?**

1. The student is to look up the meaning of the word homonym. (H-O-M-O means same, O-N-Y-M means name. Homonyms are words that sound the same when you say or read them, but they often have different spelling and have different meanings. Example: My aunts ate eight ants).

2. Give the student the following five words:

   a) read
   b) pair
   c) bear
   d) dear
   e) see

   Have the student supply a homonym for each. The student is to then find five words of his own and list five homonyms.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will find the ten homonyms with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature** / **Title**)

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last** / **First**) **Age** ______ **or Grade** ______

Content Area Communication Arts   Sight & Sound   3.3.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to use a period at the end of a statement.

Activities: **What will be done, when, how much (time), by whom?**

1. Give the student information about the period and its use.

   a) A period is a dot that signals the completion of a single thought.
   b) In speech a pause, tone or breath signals the end of a complete thought.
   c) A statement is followed by a period.

   The girl began to cry as she thought about what had happened even though it was in the past it still brought back painful memories.

   A period should come between "happened" and "even" as they are two separate statements.

   d) An abbreviation is followed by a period.

      1) N.Y.-New York
      2) U.S.A.-United States of America
      3) C.P.A.-Certified Public Accountant

2. Give the student five statements to punctuate.

3. Have the student punctuate this incomplete paragraph:

   Tim was talking to Larry I know I saw him but everyone said that he was absent today so I guess I'll go ask Larry if Tim was really here maybe I just imagined seeing him I think I'm right and they're wrong.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will punctuate the sentences with 80% accuracy. The student will punctuate the abbreviations with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature** / **Title**)

4. Have the student punctuate the following abbreviations:

   a) Dr
   b) Mr
   c) Ms
   d) Mrs
   e) Marth L Lawson
   f) AM
   g) PM
   h) St Catherine
   i) Mr and Mrs J R Smith
   j) BC

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.3.2.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to distinguish between a declarative sentence and a sentence which asks a direct quesiton.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A question is followed by a question mark. In speech raising the voice pitch signals that a question has been asked. In writing a question mark (?) does the same thing.

   Why do I have to go?
   Why me?

   b) A direct question is when one person asks a question of another.

   Do you want to go?
   Do you know the answer?

2. Have the student punctuate the following ten sentences:

   a) Can I buy a puppy
   b) I have two dogs
   c) I like all animals
   d) Do you have any pets
   e) Who is there
   f) Where are you going
   g) Why can't I lose weight
   h) He lost 40 pounds
   i) Don't eat so much
   j) Have you seen this movie

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will punctuate the sentences with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (Last) ____________ (First) **Age** ____________ **or Grade** ____________

Content Area Communication Arts Sight & Sound 3.3.2.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to use an exclamation point.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that an exclamation is a signal to show a strong feeling such as excitement or surprise. An exclamation point is used instead of a period.

   Give some examples:

   a) My dog is bigger than yours!
   b) "Fire! Fire!"

2. Have the student punctuate the following:

   a) How are you
   b) He was a tall boy
   c) Gosh you can run fast
   d) Help screamed the boy
   e) The clock struck 7:00 PM
   f) How are you feeling
   g) Boy he is tall
   h) Look out
   i) Here it comes
   j) Where are you going

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will punctuate the sentences with with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (Signature) ____________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.3.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to use commas in a series of words, phrases or subordinate clauses.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that commas separate series of words.

   For Example:

   a) I love dogs, cats, horses, and other animals.
   b) The boy passed Math, English, and History.

   Commas also separate phrases. For Example:

   a) I love to ride horses, play baseball, and play the piano.
   b) I went to the movie with Rick, to the dance with Jim, and to the football game with Bob.

   Commas are used to separate subordinate clauses (short clauses closely related to the main clause).

   My parents worry about where I go, what I do, and what type of friends I have.

2. Have the student punctuate the following five sentences:

   a) I like rock disco and country music.
   b) I have three dogs two cats and one horse.
   c) Golden Retrievers Labrador Retrievers and Chesapekes are all good for hunting ducks.
   d) His car skid off the road went through the guard rail and came to rest safely in the bushes.
   e) I get tired of being told what to do what to think and what to say.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will punctuate the five sentences with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.3.4.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To correctly use commas to set off expressions which interrupt a sentence; appositives.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that an appositive is a word or group of words which follow a noun or pronoun and means the same thing.

   a) Terry, the town gossip, rushed to tell the news.
   b) Ronald, my brother, brought me some flowers.

2. Have the student write five sentences using appositive.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write five sentences using a positives with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ________________________
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates ________ to ________

Student Name ______________________________ **Age** ________
Last First **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.3.4.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To show that words used in a direct address are set off by commas.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that when you refer to a specific person, or call somebody by name, it is called a "direct address" and is set off by commas.

   Give examples:

   a) You sir, had better be quiet.
   b) Miss Wyman, may I please leave?
   c) Clyde, will please come here?

2. Have the student write five sentences following the above pattern of his own.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences addressing someone and punctuate them correctly with 100% accuracy.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** __________

For Dates _____________ **to** _______________

Student Name ____ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.3.4.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student that parenthetical expressions are set off by commas.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that a parenthetical expression is a word or phrase which further explains or adds a personal comment about what is being said.

   These phrases are examples:

   a) I believe
   b) however
   c) of course
   d) in my opinion
   e) nevertheless
   f) in fact
   g) for example
   h) on the other hand

   Used in sentences they might appear like this:

   a) I, however, did not agree with John.
   b) That movie, I believe, was too long.
   c) The deed, in fact, was done.

2. Have the student write five sentences using parenthetical expressions.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences using parenthetical phrasing and correctly punctuating them, with 100% accuracy.

Total Days Participation _____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF B

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ______________
Last First **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.3.5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to use a colon (:) after the salutation of a business letter, before a list of appositives or items, and between the hour and the minutes when writing the time.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that a colon may be used after the salutation of a business letter.
   a) Dear Sir:
   b) Dear Mr. Thomas:
   c) Dear Miss Jones:
2. A colon is also used between the hour and the minutes in writing the time.
   a) He arrived at 8:15.
   b) 9:00 A.M. is when he got up.
3. A colon is used before a list of examples especially when the list comes after expressions like as follows and the following.
   a) I packed all my things and checked off the following: hat, boots, food, money, and keys.
   b) You will need to take these things for example: a warm coat, extra clothes, and socks.
4. Have the student punctuate the following:
   a) I left home at 815 every morning.
   b) Dear Ms. Williams
   c) His list included dogs, cats, horses, and monkeys.
   d) He had a choice of the following 815, 920, or 310 to sign up for an appointment.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will punctuate the four sentences with 100% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates ________ **to** ________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.3.6

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to identify and use a semicolon between main clauses that are clearly related and those not joined by and, but, nor, yet.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that a semicolon informs the reader to pause a little longer then he would for a comma, but not as long as for a period. It can take the place of a period when it comes between two closely related complete thoughts. A semicolon is not used between main clauses joined by and, but, not, yet.

   Example:

   a) The horse reared and spun; I flew through the air.
   b) The teacher yelled; the students shook in fear.

2. Use a semicolon between main clauses if there are commas within the clauses.

   Example:

   Tom, not listening to Jim, called Mary, Sue, and Jean; then he allowed Jim to use the phone.

3. When a writer connects phrases he uses a semicolon.

4. Have the student write five sentences using semicolons.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences using semicolons with 75% accuracy.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound# 3.3.7

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to punctuate important breaks in thought.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A dash is used to indicate an important break in thought.
   b) A dash is used to mean: namely, in other words, that is, and other such expressions which come before a break in thought.

   - a dash is used to show a definite interruption in a sentence
   - it marks a sudden change, a hesitation, or emphasis; it causes you to pause

   I suddenly realized - I don't know when - that he had stopped speaking.

2. Have the student write five sentences correctly using the dash.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences, correctly using the dash with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.3.8

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To punctuate compound numbers, proper nouns, and a divided word at the end of a sentence, by use of a hyphen.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that a hyphen is used within words as in the following:

   a) With all prefixes before a proper noun and with the prefixes SELF, ex, and all before any noun.
   b) Hyphenate compound numbers from twenty-one to ninety-nine.
   c) use a hyphen to divide a word at the end of a line.
   d) examples:
   - Anti-democratic (prefix with proper noun)
   - Pro-American (prefix with proper noun)
   - Self-assured (prefix with common noun)
   - Ex-wife (prefix with common noun)
   - All-star (prefix with common noun)
   - Un-American (prefix with proper noun)

2. Have the student identify and punctuate the following:

   a) Pro communist
   b) anti social
   c) ex husband
   d) twenty six
   e) sixty six

3. In dividing a word at the end of a line the hyphen goes at the end of the syllable
as in the boy was very up-
set. Words must be divided between syllables.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will place hyphens in the correct place with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Show where to divide these words:

a) happy
b) unsure
c) singing

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ____________ **to** ______________

Student Name ____ **Age** ____________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.8.9

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To correctly use quotation marks.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that there are rules in using quotation marks.
   - a) Quotation marks are used to enclose a person's direct words.
   - b) Direct quotes begin with a capital letter.
   - c) The comma at the beginning of a quote is outside the quotation marks, the one at the end is inside the quotation marks. Closing quotation marks are placed outside of periods, exclamation marks, and question marks.
   - d) Single quotation marks enclose a quote within a quote.

2. Have the student punctuate the following:
   - a) I see said John as he looked at Sue. Then you really don't want to go with me Is there anything I can do to change your mind No she said I have made other plans.
   - b) Ours is not to question why ours is but to do or die
   - c) The author stated: that Sitting Bull in a moment of despair sadly shook his head and complained: They gave us many promises. But they only kept but one. They promised to take our land and they took it. This summed up the Indian-White relations in the late 1800's.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will put quotation marks and other punctuation marks correctly with 80% accuracy.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ____________ **No** ______________ **Date** ________________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ________ **District:** ________ **Area** ________

For Dates ________ **to** ________

Student Name ________ (**Last** / **First**) **Age or Grade** ________

Content Area Communication Arts Sight & Sound 3.3.10

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use quotation marks and punctuation when a quote is divided.

Activities: **What will be done, when, how much (time), by whom?**

1. Have the student copy down the rules of punctuating quotes.
   - a) When a quotation is divided, each of the parts is enclosed by a separate set of quotation marks.
   - b) When a quoted sentence is divided into two parts, the second part begins with a small letter.
   - c) Punctuation marks should be used regardless of the quotation.
   - d) Phrases in the middle of the sentence are called INTERUPTERS. They are about the person being quoted. Each of the parts of the quote has its own set of quotation marks.
2. Give the student examples:
   - a) "I know," she said, "but I don't want to go."
   - b) "You can't go!" she shouted; "I won't let you."
   - c) "We are not leaving right now," she said. "How does tomorrow sound?"
3. Have the student punctuate the following:
   - a) The test will be two pages long said the teacher.
   - b) What do you mean you don't have your homework done said the teacher how do you expect to pass this class.
   - c) Lea Sue asked can you come over here.
   - d) It's all your fault she yelled.
   - e) Jim and Sue are getting married she exclaimed.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will punctuate five sentences with 80% accuracy.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.3.11

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use quotation marks for titles of chapters, articles, and other parts of books and magazines.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student of the following:

   a) Quotation marks are used to enclose titles of chapters, titles of articles, and other parts of books or magazines. Titles of books or magazines are underlined so quotation marks are used for chapter and article titles.

   Example:

   "The First American" in Newsweek.

   b) When you take someone else's ideas you must give him the credit by putting quotation marks around what he said or wrote.

2. Have the student list when quotation marks are to be used.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list two instances when quotation marks should be used with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.3.13

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use the apostrophe to form the possessive case of a definite of indefinete pronoun.

Activities: **What will be done, when, how much (time), by whom?**

1. Review pronouns, indefinite and definite pronouns with the student.

   a) Pronouns take the place of a noun.
   b) A definite pronoun is a pronoun which immediately identifies a person, place, or thing. You, he, she, it are definite pronouns.
   c) An indefinite pronoun refers to nouns that are not specific: anyone, everyone, one, someone, somebody.

2. Review that possesive definite pronouns do not require an apostrophe.

   you - your
   he - his
   she - hers
   it - its
   we - ours
   they - theirs

3. Review that indefinite pronouns use an apostrophe to show possesion.

   anyone - anyone's
   everyone - everyone's
   everybody - everybody's
   one - one's
   someone - someone's
   somebody - somebody's
   person - person's

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will convert the thirteen pronouns to their possessive form with 75% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature Title

4. Give the student the left side of the above two lists. Have him identify which list shows definite pronouns and which list shows indefinite pronouns. Have the student convert each pronoun to its possessive form.

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.3.14

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use the apostrophe to show possession in compound words and compound sentences.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that in compound words, names of business firms, and words showing joint possession, only the last word is possessive in form.

   Smith and Brown's Auto Shop
   Jan and Carla's apartment

2. Inform the student that when two or more people possess things individually, each of their names is in possessive form.

   Jim's and Jill's cars
   Todd's and Mary's clocks

3. Give the student a list and have him put in the proper possessive form.

4. Put each of the following in its correct form:

   a) two paintings each done by Bill and Tom
   b) a business owned by Murphey and Browning
   c) a dog owned by Mark and Matt
   d) a house owned by my father-in-law
   e) two footballs; one owned by Ted, the other owned by Alex

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly use the apostrophe in a list of compound names, business firms, and words showing joint possession with 100% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.3.15

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To punctuate a contraction.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that a contraction is one word made up of two words by omitting one or more of the letters. The apostrophe shows a letter has been omitted.

   Give examples:

   have not - haven't
   was not - wasn't
   can not - can't
   is not - isn't
   do not - don't

   The word not is shortened and an apostrophe replaces the letter o.

   they are - they're
   it is - it's
   let us - lets

2. Have the student convert the following list to contractions:

   who is
   that is
   we shall
   they had
   are not

   were not
   was not
   will not
   did not
   do not

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will convert the words on the list to contractions with 80% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ________
Last First
or
Grade ________

Content Area Communication Arts Sight & Sound# 3.3.16.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize nouns and their functions.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Words are used to let another person know what you are thinking. Words are used to speak and to write.
   b) Each word has a different function in a sentence.
   c) Nouns are words which name a person, a place, or a thing.
      - persons: boy, Jim, Sally, woman, girl, dog
      - places: house, outdoors, city, Oregon, ocean
      - things: shoes, television, clock, car
   d) Nouns can also name ideas such as happiness, truth

2. Have the student underline the nouns in the following sentences.

   a) The boy called the dog.
   b) Shirley Temple starred in many films as a child.
   c) Health and happiness are important in life.
   d) John traveled to the mountains, along the coast of the state.
   e) Mary lives in Oregon, near the desert.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify the nouns in five sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** ______________

Content Area Communication Arts Sight & Sound# 3.3.16.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify common nouns.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Common nouns are nouns that are used to name any one of a group or class of people or things.

   Examples:

   - scientist
   - lake
   - friendship
   - peace
   - car

2. Have the student identify the common nouns in these sentences:

   a) The horse ran through the fence.
   b) The house burned to the ground.
   c) The store was out of eggs.
   d) He took his pills on time.
   e) My dog likes cats.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify common nouns in five sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts **Sight & Sound#** 3.3.16.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify proper nouns.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Proper nouns name particular person, places, or things.

   Examples:

   - Mrs. Harding
   - Chicago
   - August
   - Crater Lake
   - Fred Meyer

2. Have the student choose the proper nouns in the following sentences:

   a) Big Ben rushed to meet her.
   b) June is my favorite month.
   c) Have you read about Mt. St. Helens recently?
   d) All That Jazz was a good film.
   e) Golden Retrievers are excellent hunters.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify proper nouns in five sentences with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (Last) ____________ (First) **Age or Grade** ____________

Content Area Communication Arts Sight & Sound# 3.3.16.4

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to tell the difference between proper and common nouns.

Activities: **What will be done, when, how much (time), by whom?**

1. Have the student review concepts 3.3.16 - a, b, and c.
2. Give the student a list of nouns and five sentences. He is to identify each type of noun in the list and each type of noun in the sentences:

lion
piano
Mrs. Bailey
cage
sister
mother
father
Russia
Safeway
McDonald's

a) The picture fell on the floor.
b) Mrs. Dubose yelled at the children.
c) Jane was terrified at the sight of the woman.
d) I went to bed at a late hour.
e) The dog barked as he ran through the mountains, stopping when Jim yelled.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify both proper and common nouns when supplied with a list of nouns. He will also identify them in a group of five sentences with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ (Signature) ____________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ____________________________ **Age** ____________
Last First **or**
Grade ____________

Content Area Communication Arts Sight & Sound# 3.3.17

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize an adverb.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

Adverbs describe either verbs, adjectives, or other adverbs. They answer when? where? how? and to what extent?

a) They tell when the action expressed by the verb happened.

I need to finish tomorrow.
The noise soon disappeared.

b) They tell where the action took place.

I arrived there at two o'clock.
I saw Joe run out.

c) They tell how or to what extent.

Robbie speaks loudly. (how)
He often walks home. (to what extent)

2. Give examples modifying parts of speech more specifically.

a) She walks everyday. The adverb everyday tells when.
b) She walks there. The adverb there describes the verb walks by telling where.
c) She walks carefully. The adverb carefully tells how.
d) She does not walk. Not tells to what extent, which means not at all.

3. Have the student identify the adverbs in the following: (see next page)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will pick out adverbs in five sentences with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ____________
Last First **or Grade** ____________

Content Area Communication Arts **Sight & Sound#** 3.3.18

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify adjectives.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   Adjectives are words which describe nouns.
   They answer "which one?", "how many?", "what kind?"

   a) what kind? A baseball dance
   b) which one? The bronze watch
   c) how many? Two girls

   Adjectives make nouns more specific.

2. Have the student identify the adjectives in the following sentences:

   a) The red dress is lovely.
   b) I enjoy car racing.
   c) The small boy has black hair and blue eyes.
   d) The short list is more difficult.
   e) Her angry aunt refused to speak.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify the adjectives in five sentences with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound# 3.3.19

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize the characteristics and position of adverbs in a sentence.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that:

   a) adverbs attach themselves to verbs, adjectives, and other adverbs by telling when and how the action takes place.

      Sam paused hesitantly before quietly attempting to open the door, to avoid the very cold reception.

   b) Adverbs can limit or describe other adverbs.

      The weather was unusually and unseasonably cold.

   c) Adverbs limiting adjectives are placed in front of the adjective.

      He is unusually quiet.

   d) Adverbs limiting other adverbs are placed in front of that adverb.

      She foolishly did not call back.

   e) Adverbs describing or limiting verbs can be any place in a sentence.

      Bob will come late.

2. Have the student write five sentences showing each of the above functions of an adverb.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences showing the five characteristics and positions of adverbs with 100% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** ______________

Content Area Communication Arts Sight & Sound 3.3.20

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize and state the functions of direct objects.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that a direct object receives the action expressed by a verb or names the result of the action.
   - a) The girl drove the car. The word "car" is the direct object as it tells what the girl drove.
   - b) Jim called Betty. Betty tells who is called.
   - c) James caught - caught what? - a cold? The direct object "cold" tells what James caught.
2. Have the student identify the direct object in the following sentences after he tells the function of the direct object.
   - a) Eben painted a portrait.
   - b) Jenny dropped the skates.
   - c) Jack found a scarf.
   - d) I drove to New York and New Jersey.
   - e) The ship sank in the fog.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify the direct object in five sentences. He will also tell the function of the direct object in a sentence. Both will be done with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____________________________________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.3.21

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will recognize an indirect object.

Activities: **What will be done, when, how much (time), by whom?**

1. Show the student what an indirect object is. An indirect object is a noun or pronoun that shows to whom or for whom an action is done.

   Billy gave his sister a puppy. ("Sister" is the indirect object, "His sister" tells to whom the puppy was given.)

   She gave her son a good scolding. Scolding is the direct object, it receives the action. Son is the indirect object; as son receives the action.

2. Have the student pick-out the indirect object in the following sentences.

   a) I gave the horse some hay.
   b) My dog gave the man a menacing look.
   c) He took the dog some food.
   d) The vet gave the dog his shots.
   e) The sight of the food made him hungry.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will pick out the indirect object in five sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** ______________ **First** ______________ **Age or Grade** ______________

Content Area Communication Arts Sight & Sound# 3.3.22

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To understand what a sentence is.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) A sentence is a group of words which make complete sense.
   b) A sentence helps one to communicate thoughts.
   c) Sentences, in writing, begin with a capital letter and end with a period.
   d) A sentence has a complete thought.

2. Have the student write five sentences each of which expresses a complete thought.

   (Example: I am tired.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write five complete sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** __________

For Dates ______________ to ______________

Student Name ____ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.3.23

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify an interrogative sentence.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that an interrogative sentence is a sentence that asks a question. It always is punctuated with a question mark.

   Give examples:

   a) How are you?
   b) Where are you going?
   c) Is that your hat?

2. Have the student punctuate the following sentences and determine orally which sentences are interrogative.

   a) What is your favorite movie
   b) I told you, I can't go
   c) Did you pass the test
   d) Can I go with you
   e) I love your hair
   f) Do you want to go
   g) Who is your friend
   h) I love to ski
   i) He was in a hurry to leave
   j) I am trying to remember and can't, can you

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to punctuate and identify interrogative sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ________

For Dates ________ **to** ________

Student Name ________________________ **Age** ______
Last First or
Grade ______

Content Area Communication Arts **Sight & Sound#** 3.3.24

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify a declarative sentence.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) Declarative sentences make a statement.

   Examples:

   I wish that I was home.
   I wish that I was out of school.
   I enjoy cooking.
   I don't agree with you.

2. Have the student write five declarative sentences.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write five declarative sentences with 100% accuracy as to type.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** ______________ **First** ______________ **Age or Grade** ______________

Content Area Communication Arts **Sight & Sound#** 3.3.25

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize exclamatory sentences.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) An exclamatory sentence expresses strong feelings. It is punctuated with an exclamation mark.

   Examples:

   Look out!
   Help me!
   I want to know now!

2. Have the student write five sentences that are exclamatory.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences that are exclamatory with 100% accuracy as to type.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** __________
Last First or
Grade __________

Content Area Communication Arts Sight & Sound# 3.3.26

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize imperative sentences.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Imperative sentences are sentences that command or request.

   Examples:
   Move over here.
   Listen to me, now.
   Finish your homework.

2. Have the student write five imperative sentences.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five imperative sentences with 100% accuracy as to type.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

hool: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** ______________

Content Area Communication Arts Sight & Sound 3.3.27

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize indefinite articles.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that the articles A, An, The are the most frequently used adjectives in the English language.

   a) The is a definite article because it refers to a specific thing as in "the boy."
   b) A or An do not refer to a specific person or thing so they are indefinite articles.

   A dog could refer to any dog. An animal could refer to any animal.
   c) "A" is used before words starting with consonant sounds - - - a horse, a doll, a house.
   d) "An" is used before words starting with vowels sounds - - - as as apple, an Indian.

2. Have the student underline the articles in the following sentences:

   a) The boy and girl looked at each other.
   b) I eat an apple each day.
   c) Erika looked at the clock.
   d) A dog is a good pet.
   e) The tree was quite old.
   f) I need a new watch.
   g) An eagle flew out of the nest.
   h) An old owl hooted as I passed.
   i) The boy's voice was happy.
   j) I went to the store.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify articles in ten sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Age** ______
Last **First** **or**
Grade ______

Content Area Communication Arts Sight & Sound 3.3.28

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand the three categories of conjunctions.

Activities: **What will be done, when, how much (time), by whom?**

1. Define conjunction for the student, CON means with; JUNCTION means joined. So a conjunction joins two parts together.

   Two words, phrases or clauses are connected by conjunctions.

   a) Coordinating conjunctions join things of the same kind together. And, but and or are coordinating conjunctions.

   For example: The girl is short and tiny. Here short is connected to tiny in describing the girl.

   b) Correlative conjunctions, Not only ... But (also), either, neither, nor, both must be used in pairs.

   Both my dog and cat have fleas.
   You may have either the red toy or the blue toy.

   c) Subordinating conjunctions - after, although, because, before, if, since, so that, until, when, and while join dependent clauses.

   I don't want to go because it's too cold.
   You may go after your homework is done.

2. Give the student a list of sentences, have him identify the conjunctions by underlining them.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will identify conjunctions in eight sentences with 75% accuracy.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______ ______
Signature **Title**

He is then to identify them as to type. (He may use his notes for the second part.)

a) I like chocolate and caramel.
b) I want to run and jump.
c) You may have either a cold or the flu.
d) Do you want the black pup or the white one?
e) Both Lad and Piper will bite.
f) I will try to do it although I don't think I can.
g) He finished his homework so that he could go to the dance.

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________________________ **Age or Grade** ____________
Last First

Content Area Communication Arts Sight & Sound# 3.3.29

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To recognize sentences using the subject verb and object sentence pattern (sentence pattern number 2).

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) A common sentence pattern has three basic parts: a subject, a verb, and an object.

   The horse kicked the man. "Man" is the object which received the action.

   b) An object answers "what?" or "whom?" after an action verb.

   The woman yelled at the man.

2. Have the student write five sentences using the subject, verb, object sentence pattern. He is to identify each portion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write five sentences, identifying the subject, the verb, and the object. This will be done with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts **Sight & Sound#** 3.3.30

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To recognize that some sentences have three parts: subject, verb, and a completer.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) (Pattern three) sentences have three parts: subject, verb, and a completer. The verbs in this sentence pattern and the completer make it different from other sentence patterns.
   b) "Be" verbs: am, is, are, was, and were are often used in this sentence pattern.
   c) Verbs such as: looks, seems, appears, and become are also frequently used.

   Examples:

   The man appears angry.
   He seemed to be friendly.
   He will become famous.

   These verbs are called linking verbs and connect the completer to the subject.

   Some completers describe the subject. He appears happy. They are adjectives.

   Other completers rename the subject. He became famous, They are nouns.

2. Have the student write five sentences using the subject, verb, completer sentence pattern.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write five sentences using the subject, verb, completer sentence pattern with 100% accuracy as to pattern.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First or
Grade ____________

Content Area Communication Arts Sight & Sound# 3.3.31

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize the subject, verb, indirect object, object sentence pattern (pattern number 4).

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) There is a sentence pattern with a subject, verb, indirect object, and an object.

   b) The indirect object tells to whom or for whom the action of the verb is done.

   I offered my dog a bone.
   I handed my friend a ball.

2. Have the student write five sentences using the subject, verb, indirect object, object sentence pattern.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five subject verb, indirect object, object sentence patterns with 100% accuracy in regard to sentence pattern.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________________ **Age** ________
Last First or
Grade ________

Content Area Communication Arts Sight & Sound 3.3.32

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use sentence patterns.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that there are four basic sentence patterns and identify them for him.

   a) Sentence pattern number one consists of a single noun and a verb. Tom shouted. The horse shied.
   b) Sentence pattern number two consists of a subject, a verb, and an object. The dog bit the boy. The boy hit the dog. The object names the receiver of the action.
   c) Sentence pattern three has three parts - a subject, verb, and a completer. Verbs are frequently forms of the "be-verb." Mary is the villain in the movie. (Mary: subject; is: verb; villain: renames Mary, Mary equals villain.)
   d) Sentence pattern four consists of a subject, verb, indirect object, and object. The indirect object tells to whom or for whom the action is done. The mother gave the daughter a scolding. (Mother is the subject; gave is the verb; daughter is the indirect object receiving the action; scolding is the direct object - what was given.)

2. Have the student write two sentences from each of the four sentence patterns.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write two sentences from each of the four sentence patterns.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates __________ to __________

Student Name ______________________ **Age** ______
Last **First** **or**
Grade ______

Content Area Communication Arts Sight & Sound 3.3.33

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use compound sentence parts.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that a sentence has compound sentence parts when it has two or more subjects, verbs, or objects.
    - a) The horse was bucking and rearing. (compound verbs)
    - b) The dog and cat ate together. (compound subjects)
    - c) He went to the store and gas station. (compound objects)
2. Have the student write six sentences with compound parts (two subjects, two verbs, two objects).

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write six sentences with compound parts, (two will have compound subjects, two compound verbs, two compound objects) with 100% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________ Age ______
Last First or
Grade ______

Content Area Communication Arts Sight & Sound 3.3.34

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use a compound sentence.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that a compound sentence consists of two or more simple sentences connected by a coordinating conjunction (and, but, or).

   Tom wanted to go, but Todd wouldn't let him.
   The teacher yelled, and the students ignored him.

2. Have the student write ten compound sentences.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write ten compound sentences with 80% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** __________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.3.35

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use parallel structure in writing.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
    a) When two objects are placed side-by-side, they are parallel.
    b) In writing, parallel structure occurs when words, phrases, or clauses are parallel in a sentence.
        - In grade school, I learned how to write and how to read.
        - The man was given a watch and also a ring, and a gold chain.
        - He enjoyed riding horses more than driving a car.
    c) Thus nouns must be paired with nouns, verbs (infinitives) with verbs, and clauses with clauses.
2. Have the student write six sentences which demonstrate parallel structure.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write six sentences which demonstrate parallel structure with 100% accuracy in regard to parallism.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.3.36

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To recognize prepositions and prepositional phrases.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that a preposition is a word that shows the relationship between its object and some other word in the sentence. It is always with an object.

   There was a flea on the dog. On is the preposition, dog is the object. The noun or pronoun follows the preposition.

2. Inform the student that a prepositional phrase is used with a noun to tell what, where, when, or how.

3. Repeat to the student that a preposition is a word that shows the relationship between its object and some other word in the sentence. A prepositional phrase is the entire unit consisting of the preposition, its object, and any modifier.

4. Have the student write ten sentences with prepositional phrases. He is then to underline the prepositional phrase and circle the proposition.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write ten sentences and identify the propositions and prepositional phrases with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** ____________
Last First **or**
Grade ____________

Content Area Communication Arts Sight & Sound# 3.3.38

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use adverb phrases.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   a) Adverb phrases are groups working as a single unit to describe other words in a sentence.
   b) They tell when, where, how, how much, and how far the action of the verb takes place.
   c) Adverb phrases help make clear the meaning of verbs.
      - She rides like a professional. How she rides.
      - She rides in the morning. Tells when she rides.
      - She rides in the corral. Tells where she rides.
      - She rides for hours. Tells to what extent.
      - She rides for profit. Tells why she rides.
   d) Adverb phrases may appear anywhere in a sentence.
      - For an hour we had to wait to be served.
2. Have the student write five sentences using adverb phrases.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five adverb phrases with 100% accuracy, as to use of the adverbial phrase.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** __________

For Dates ____________ **to** ______________

Student Name ____ **Age** __________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound# 3.3.39.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify participles.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) Participles are verb forms with a split personality; sometimes they act as verbs, sometimes they act as adjectives. Participles can be recognized by the endings: ing, en, ed
   - singing, eaten, frightened

   b) Present participles end in "ing": laughing, dancing.

   c) Past participles end in "ed," "d," "t," "en," "n": laughed, saved, dealt, eaten, seen.

2. Have the student list five present participles and five past participles.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list five present participles and five past participles.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ Last ______________ First ______________ **Age or Grade** ______________

Content Area Communication Arts Sight & Sound# 3.3.39.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to use participial phrases.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

    a) A participial phrase begins with a participial.
    b) The participle usually introduces the phrase, and the whole phrase acts as an adjective to modify a noun or pronoun.
    - The girls, expecting to win, were disappointed.
    c) If the participial phrase is at the beginning of a sentence, it is set off by commas. If it comes at the end of a sentence, it may not need punctuation to set it off.
    d) If the participial phrase is in the middle of a sentence, it is set off by a comma before and after the phrase.

2. The student is to write five sentences which contain participial phrases.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student is to write five sentences which contain participial phrases. They should be written with 100% accuracy in regard to form.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ ____________ **Age or Grade** ____________
Last First

Content Area Communication Arts **Sight & Sound#** 3.4.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To define narration.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Narration is the type of writing or speaking which tells a story (or what happened to someone or something).
   b) Narration usually tells what happened in the order in which it happened.
   c) Narration can be about real or imaginary things.

2. Have the student define narration in his own words.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will define narration with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ ____________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last First **or**
Grade ______________

Content Area Communication Arts **Sight & Sound#** 3.4.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To define and recognize written description.

Activities: What will be done, when, how much (time), by whom?

1. Define for the student:

   a) Description is the type of writing used to cause the reader to see, hear, feel, smell, or taste something, although it is not physically present.

   Give examples:

   - The mane of the horse shimmered like spun glass as the sun's rays caught it.
   - Her voice cut through the silence with a shrill sound of agony.
   - The taste of salt permeated the drink.
   - The odor drifted through the open door causing the dog to drool.
   - The coarse coat of the dog felt like wire.

2. Show the student a picture. Have him write a description of it, using as many of the senses as possible.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write a description of a picture using as many of the senses as possible. He will use a minimum of five descriptive words.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.4.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be familiar with written exposition.

Activities: **What will be done, when, how much (time), by whom?**

1. Define for the student:

   a) Exposition is the type of writing which develops ideas or explains something.
   b) Exposition is used to explain what something means, why it is important, how it works, or when, why, and where it occurs.
   - Jimmy is a better student than James.
   - He passes the corner every day at noon.
   - He flunked because he did not study.
   - The dog was lost because he did not come when called.

2. Have the student write five sentences using exposition.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write five sentences using exposition. This will be done with 100% accuracy as to type.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last** / **First**) **Age or Grade** ______________

Content Area Communication Arts **Sight & Sound#** 3.4.4.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to state what an outline is and what it does.

Activities: What will be done, when, how much (time), by whom?

1. Tell the student:
   a) An outline is an organization of information to be included in a speech or essay.
   b) An outline must be organized; it groups together related ideas.
2. Have the student describe an outline orally, and tell what it does.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will state what an outline is and what it does with 100% accuracy (in his own words).

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.4.4.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand what a topical outline is.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A topical outline lists each item to be used in the paper by topic.
   b) A topical outline does not use complete sentences.

   Example:

   I. My interests at home
      A. Horses
      B. Drawing
      C. Golf
   II. My interests at school
      A. Football games
      B. Science

2. Have the student develop a topical outline of his own.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will develop a topical outline.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: ______________________ **District:** ____________________ **Area** __________

For Dates ______________ **to** ______________

Student Name ______________________________________ **Age** __________
Last First or
Grade __________

Content Area Communication Arts Sight & Sound# 3.4.4.3

Objective: **What are we trying to accomplish for this student in this content area, in thi short period of time?**

To understand what a sentence outline is.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A sentence outline gives complete sentences, thus it gives detail.

   Example:

   I. I have three major interests at home:

      A. I enjoy working with my horses every evening.
      B. Drawing is an activity that I enjoy when I am in the mood.
      C. Golf is my favorite weekend activity.

   II. I have several things I enjoy doing at school.

2. Have the student develop a sentence outline.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will develop a sentence outline.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age** ______ **or Grade** ______

Content Area Communication Arts Sight & Sound# 3.4.5.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To divide simple subjects into basic topics and subtopics.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   a) An outline is divided into topics and subtopics.
   b) Topics are general, main ideas.
   c) Subtopics are more specific, smaller ideas.
      - From the broad category of dogs, one must narrow it down to topics such as Sporting breeds.
      - From here subtopics must be added such as Retrievers or Pointers.
2. Have the student choose a category and break it into topic and subtopics.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will choose a category and divide it into topics and subtopics.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates ________ **to** ________

Student Name ______________________________ **Age** ______
Last **First** **or**
Grade ______

Content Area Communication Arts Sight & Sound# 3.4.5.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To label each topic or subtopic appropriately.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) It is necessary to signal when or where a new division of a subject is in an outline.
   b) The first type of signal is a Roman numeral or capital letter.
   c) The second signal is indenting.
   d) There are six written symbols which should be used as follows:

      - Roman numerals
      - capital letters
      - Arabic or regular numbers
      - small letters
      - regular numbers in parenthesis
      - small letters in parenthesis

   e) Indenting shows that a new topic or subtopic starts. Example:

```
I.
   A.
   B.
      1.
      2.
         a.
         b.
            (1)
            (2)
               (a)
               (b)
```

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write an outline, choosing his own topic.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ________________________ **Age** ________
Last First or
Grade ________

Content Area Communication Arts Sight & Sound# 3.4.7

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To locate the introduction of an exposition and identify its function.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   - a) The introduction is the first main part or section of an exposition.
   - b) A good introduction:
     - 1) announces the subject
     - 2) previews the main topics to be covered
     - 3) catches the reader's attention.
   - c) Only one subject should be introduced.
2. Have the student tell you where to find an introduction and identify its function.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will tell where an introduction in an exposition is, and identify its three functions.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ______________

For Dates ______________ to ______________

Student Name ________________________________ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.4.13

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To tell the characteristics of a good paragraph.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   - a) Coherence means connected.
   - b) A good paragraph is coherent.
   - c) A paragraph must have sentences which go together, flowing with smooth transitions from one point to the next.
   - d) Unity in a paragraph is essential.
   - e) Development must be orderly.
   - f) Transitional words (those which help to move from one idea to another) tie the paragraph together.
2. Have the student tell three characteristics of a good paragraph.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list three characteristics of a good paragraph with 100% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ____________ No ____________ Date ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ______________________________ **Age** ________
Last First **or**
Grade ________

Content Area Communication Arts Sight & Sound# 3.4.14

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand what transitional words and phrases are.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   a) Words and sentences need transitional words and phrases.
   b) A transitional word connects and allows passage from one sentence to the next.

   Examples:

for instance for example	used to introduce an illustration
in the second place also next in addition	used to add another phrase of the same idea
on the other hand nevertheless on the contrary	point to a contrast or qualification
therefore in conclusion to sum it up in other words consequently	indicate a conclusion or result

2. (continued on next page)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will tell what a transitional word or phrase is, tell its function, and give five examples.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

2. Review with the student that transitional words and phrases serve as bridges or connectors. They allow him to pass from words within a sentence and pass from one sentence to another.

3. Have the student tell what a transitional word or phrase is, what the function is, and list five examples.

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________ (Last) ______________ (First) Age or Grade ______________

Content Area Communication Arts Sight & Sound# 3.4.15

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To learn to tie ideas together between sentences.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) To tie ideas together one can put into the second sentence a word that points to a word used in the first. Ideas can also be tied together without using connecting words.

      - Last week I bought a new car. It is light blue. (It refers to car.)

   b) Lack of connecting words express the same point.

      - He approached the open door. Then he changed his mind. The sentences are connected by an idea.

2. Have the student write six sentences which show that they are tied together, three by connecting words, and three that are connected through idea.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write six sentences, three connected by words, and three connected by idea.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ (Signature) ______________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age or Grade** ______________
Last First

Content Area Communication Arts Sight & Sound# 3.4.21

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To give your writing more "punch."

Activities: What will be done, when, how much (time), by whom?

1. Tell the student:

   a) To give writing more punch:

   - be brief
   - use active verbs
   - wind up with a bang.

   1) I saw John has more impact than John was seen by me.
   2) He gave me flowers, a smile, and his ring.

2. Have the student write three sentences following this format (more punch, concise, and active).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write three sentences with "punch."

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound# 3.4.22

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To construct a short essay of narration.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   - a) Narration is writing that tells a story.
   - b) Narratives deal with a series of events organized chronologically, according to time.
   - c) A narrative may be a true account.
   - d) A narrative may be imaginative.
   - e) Length varies.
   - f) The author selects the events, dialogue, and detail. This is the story's structure.
2. Have the student list events to be included in a story.
   - a) Have him write an opening statement to catch the reader's attention.
   - b) The student is then to write a narrative story of at least one page.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student is to write a one page narrative story.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** ____________
Last **First** **or**
Grade __________

Content Area Communication Arts **Sight & Sound#** 3.4.23

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To construct a short essay explaining a process.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
    a) To explain a process one must:
        - Introduce what is going to be written about.
        - Explain each step, in correct order.
        - Conclude with a sentence or two summing up the process.
    b) The body actually explains the process and should be limited to about six steps.
2. Have the student write about the process of making a sandwich.
    a) He must have a good introduction.
    b) Six steps explaining the process.
    c) A comment or summary of the process.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write a short essay explaining the process of making a sandwich.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________ **Age or Grade** __________
Last First

Content Area Communication Arts Sight & Sound# 3.4.24.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To write a short summary of material viewed or read.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A summary must have:
   - Introduction
   - Body
   - Conculsion

   b) In summarizing for a book report one could include in the introduction:
   - What is the title?
   - Name the author.
   - Was it a book, show, etc.?
   - When does it take place?
   - Where?
   - What is it about?

   c) Body
   - Explain the title.
   - Describe the main characters.
   - Name two or three main events.
   - Opinion of the plot.
   - Purpose - serious? humorous?
   - Relate to you?
   - Good, bad points?

   These are suggestions, not essentials.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write a summary of a book he has read.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature Title

1. (continued)

    d) Conclusion:

        1) Summarize your opinion.
        2) Support your opinion.
        3) What did you gain?

2. Have the student write a summary of a book he has read following the prescribed format.

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: __________ **District:** __________ **Area** __________

For Dates __________ to __________

Student Name __________ (Last) __________ (First) **Age or Grade** __________

Content Area Communication Arts Sight & Sound# 3.4.24.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To write a short summary of something read or heard.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   - a) In summarizing, one must highlight the main ideas.
   - b) Take notes, jotting down the most important ideas.
   - c) Organize these ideas into a brief paragraph.
   - d) The paragraph should tell the main ideas the writer or speaker is trying to make.
2. Read a passage to the student. Have him take notes and then write down a summary of what he has heard.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will hear a passage, take notes, and then complete a written summary of what he has read.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: __________ (Signature) __________ (Title)

Form OF

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** __________

For Dates ______________ **to** ______________

Student Name ______________________________________ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.4.25

Objective: What are we trying to accomplish for this student in this content area, in thi short period of time?

To write a short essay of analysis.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) An expository selection is called analysis when it has a specific type of organization.
   b) The author of an analysis develops his main idea by dividing the subject into parts that make it up.
   c) Keep in mind:

      - What is being analyzed?
      - What is the purpose of the analysis?
      - What divisions are made?
      - How are the divisions organized and developed?

      Example:

      - Topic: Dogs
        Breeds Uses Training
        So the topic is broken down for a more specific analysis.

   d) Organization

      - Introduction - states the main idea, tells how the subject will be divided, and how many parts will be explained.
      - Body - begin each paragraph with a main idea which mentions one of the parts on your list. Then develop that idea before moving to the next one.
      - Conclusion - summarizes main points.

2. Have the student choose a topic and break it down, analyzing his main idea.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will divide his topic up and deal with each part in writing a four paragraph essay.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound# 3.4.26

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To write a short persuasive essay.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) To persuade someone, your ideas must be supported by proveable reasons. You should think out the reasons why you believe something.
   b) Choose a subject which has two opposite points of view.
   c) Think about the advantages and disadvantages and then decide which side you favor.
   d) Consider all of the reasons on the opposing side in the first paragraph.
   e) The second paragraph is to present the reasons on the side you favor. Quoting statistics or an authority fits well in this paragraph.
   f) Your reasons of support must be stronger and better. Also, there should be more.
   g) Introduction - briefly states the subject and the two sides to be discussed.
   h) Body:
      1) Against - Also include a summary of the opposing side here.
      2) For
   i) Conclusion - points out and summarizes your side.

2. Have the student write a four paragraph persuasive paper.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write a four paragraph persuasive paper.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First or Grade ____________

Content Area Communication Arts Sight & Sound# 3.4.27

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To write a short point-for-point essay of comparison and/or contrast.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) Comparison and contrast are used everyday. When you are deciding what to buy you are going through this process.
   b) Looking for similarities is comparison.

2. Have the student decide upon two similar products and list similarities in one column and differences in the other.

3. Have the student choose two items. He will then make four columns. He is to list all the similarities of the two items in the first two columns and all of the differences in the second two columns. He is to compare and contrast point-by-point.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write a point-by-point list. It will take a subject and write about its similarities and differences.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ______________________________________ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.4.28

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To write a short paper of comparison and/or contrast.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A unit-by-unit comparison may be like comparing two houses, room-by-room.
   b) It must have an introduction to tell the readers what you are going to talk about and a conclusion to summarize what you have said.
   c) The paragraphs should be parallel. For example, if you are comparing two homes, you would describe the living room of one and then telling the similarities or differences of the other in the next paragraph.

2. Have the student choose two items to compare and/or contrast. He is then to write a paragraph about the first one and then a paragraph about the second, comparing the two items or contrasing them.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The students will write two paragraphs. They will either show similarities or differences in the two items.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age or Grade** ____________
Last First

Content Area Communication Arts Sight & Sound# 3.4.29

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To construct a subject-by-subject comparison and/or contrast paper.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   a) A subject-by-subject comparison deals with one subject completely and then completely develops the other.
   b) In comparing the way two teachers teach the same course, you would completely describe one teacher's methods before going on to the next.
   c) Don't add any ideas to the second subject that are not brought out in the first.
2. Have the student write a paper using the subject-by-subject comparison or contrast method. The topic is his choice.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write a subject-by-subject comparison and/or contrast paper.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age or Grade** ________
Last **First**

Content Area Communication Arts Sight & Sound# 3.4.31

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To understand symbols used to denote writing errors.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that there are writing symbols which show a paper's errors.

   a) ^ a caret means something was left out
   b) p means punctuation
   c) gr means incorrect grammar
   d) T tense - He ran home, not He run home.
   e) C capitalization
   f) N.C. not clear
   g) P means paragraph
   h) Sp Spelling

2. Have the student copy these symbols. Give him one week to learn them and then test him. He is to look at the symbol and tell what it means.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Test the student over the symbols. He must receive 100% accuracy on the test.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts **Sight & Sound#** 3.4.31.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To construct a short essay of extended definition.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

    a) In writing a paper using an extended definition, first look up the word in a dictionary.
    b) Begin to write dealing with your ideas and feelings in regard to the word.
    c) Your paper is an extended definition which includes your feelings as well as the dictionary meaning.

2. Choose a word and write a short essay giving an extended definition of it.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write a short (one paragraph) paper giving an extended definition of a word of his choice.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________

Last **First** **or**

Grade __________

Content Area Communication Arts **Sight & Sound#** 3.4.31.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To show the difference between denotation and connotation.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

    a) Denotation is the dictionary meaning of a word.
    b) Connotation is the feelings and emotions associated with a word.

    For example:
    - Horse (denotation) a large, strong animal...domesticated for drawing or carrying loads, riders, etc.
    - The connotation of the horse may arouse different emotions to each individual. To the teenage girl, it is a beautiful animal. The carpenter would think of a saw horse to hold lumber at the mention of the word.

2. Give the student four words. Have him look up the dictionary meaning after he has written down his connotation.

    Frog Light Dog Fox

3. Give the student five more words. Have him try to write his connotation.

    a) Swashbuckler
    b) Shih Tzu (a Chinese breed of dog)
    c) Kremlin
    d) Hun
    e) Lowboy

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will show that he can tell the difference between denotation and connotation by finding both for each of the listed words.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____

Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Last** **First** **Age** ____ **or** **Grade** ____

Content Area Communication Arts Sight & Sound 3.6.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand the history of libraries and test the student's recall of facts.

Activities: **What will be done, when, how much (time), by whom?**

1. Read #2-21 to the student (See next page for what to read).
2. The student is to listen and is told he must recall the information.
3. Have the student list the five things that he remembers about the history of libraries.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will recall five things about the history of libraries after the information is read to him with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ **Signature** **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Age** ______
Last First **or** **Grade** ______

Content Area Communication Arts Sight & Sound 3.6.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To learn how to care for books and to recall the information.

Activities: **What will be done, when, how much (time), by whom?**

1. Give the following information to the student. He is to take notes as he will be tested.

   a) To open a new book place it on its back on a flat surface.
   b) Press down the back cover and run your finger down along the bound edge.
   c) Turn down ten pages from the front and press down along the bound edge. Do the same with ten pages from the back.
   d) Repeat this about ten pages at a time until you reach the center. This will help the book stay flat.
   e) Pages should be turned by the upper corner, sliding your finger toward the middle of the page.
   f) Use only a slip of paper as a book mark.
   g) Don't place a book face down as this breaks its back.
   h) Don't crowd books on shelves as crowding ruins binding.

2. Have the student list five things one needs to know in book care.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will recall five rules in caring for books with 100% accuracy.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________________ **Age** __________
Last First or
Grade __________

Content Area Communication Arts Sight & Sound 3.6.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To help the student become familiar with the contents of a library and to test his recall of information.

Activities: **What will be done, when, how much (time), by whom?**

1. Give the student the following information telling him that he will be tested over it.
   - a) Libraries contain books, newspapers, photographs, paintings, records, filmstrips, and motion pictures.
   - b) Books are grouped into sections.
     - 1) Fiction - good for pleasure reading as they are make-believe stories.
     - 2) Fiction is placed in alphabetical order by the author's last name. (Some libraries may divide fiction into categories such as Mystery, Poetry, etc.)
     - 3) Non-fiction is another section that deals with areas such as science, religion, biography.
   - c) Libraries have a reference section. This is a good place to look for information for reports or speeches.
   - d) The vertical file contains pamphlets, pictures and newspaper clippings.
   - e) The librarian is your best information resource.
2. Have the student list five things that can be found in a library.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list five things found in the library with 100% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.6.4

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To show the student how non-fiction books are listed in the library and to help him learn to locate non-fiction books.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that non-fiction is listed by a number system called the Dewey Decimal System, according to their subjects. The number by which the book is classified is its call number and is on the back of the book.
2. Give the student a copy of the information on the following page which gives the student the Dewey Decimal System.
3. Take the student to the library. Have him locate a book from five of the ten categories. (Example: Tell him to find a book in the Science area. Using his list he should go to the 500 section.)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will locate five books in the library with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts **Sight & Sound** 3.6.5

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will be able to use a card catalogue.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that the card catalogue will help him to locate books in the library.

    a) The card catalogue contains a series of cards which stand for books filed in alphabetical order in drawers. Letters are on the drawers for aid.
    b) Books are listed by author's last name, title, and subject.
    c) The card will give the call number, which is the same on the back of the book. (The number is on the upper left-hand corner of the card.)
    d) If there is no call number, the book is fiction and listed by the author's last name.

2. Have the student go to the library and locate the following:

    a) a collection of poetry
    b) a book about World War II
    c) a book by Leon Uris (fiction)
    d) a book on religion
    e) a book about Indians in the 1800's

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to locate five books in the card catalogue with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last First **or Grade** __________

Content Area Communication Arts Sight & Sound 3.6.6

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be aware of the information on the catalogue cards.

Activities: What will be done, when, how much (time), by whom?

1. Information for the student:

   a) There are three cards for each book - author, title, subject - are three categories to help one locate a book.
   b) The author card has the author's name at the top by last name.
   c) Cards about the author are located behind the cards written by him.
   d) Title cards list the title at the top of the card. (The books are listed in alphabetical order by the first word unless it's THE, A or AN, then it's listed by the second word.)
   e) Books are also listed by subject, which is also listed in alphabetical order.
   f) The call number of the book is in the upper lefthand corner. (The call number tells where the book can be located.

2. Information found on the card:

   a) The author's full name in bold type.
   b) The complete title and author's name as listed on the book.
   c) Publisher and publishing date.
   d) The amount of pages.
   e) Summary of contents (occasionally).

3. Have the student look at a card and identify its parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the parts of a catalogue card with 80% accuracy.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ Last ______________ First **Age** ______ or **Grade** ______

Content Area Communication Arts Sight & Sound 3.6.7

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To show how to choose a book using the card catalogue.

Activities: What will be done, when, how much (time), by whom?

(Have the student review concept 3.6.6 if necessary.)

1. Tell the student that books can be found by subject.
2. Inform the student that the subject must be narrowed down. "Horses" would be more specific than "animals" and Arabians would be even more specific.
3. Tell the students that there are two kinds of cross-reference cards:
   a) "See" cards refer one to a subject heading under which you will find the material one wants. If one looks up "canine" for example, the card might say see "dog".
   b) "See also" directs one to where additional titles can be found. If you are looking for information on the Sioux tribe it might say "see also: Plains Indians."
4. Have the student find three books on the same subject. He is to decide upon a topic, look it up, copy the card, locate the book, and then do the same for the other two books.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will locate and copy three cards on the same subject, and then he will locate the three corresponding books.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.6.8

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be familiar with the Readers' Guide.

Activities: **What will be done, when, how much (time), by whom?**

1. Information to be given to the student:
    - a) The Readers' Guide to Periodical Literature is found in the reference section of the library.
    - b) It is published twice a month.
    - c) The abbreviation used for each magazine is given before the name of the magazine.
    - d) There is an "abbreviations" page listed alphabetically for quick reference. This is the key to entries.
    - e) The magazine's volume number is after its name, followed by the page number of the article.
2. Have the student choose a subject, look it up in the Readers' Guide and select three magazines. He is to check out the three magazines, find the article which applies to his subject and then write a summary of the articles.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will locate three magazines, choose an article in one of the magazines, and write a summary of it. He is to use the Readers' Guide to locate his information.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** __________

For Dates ______________ to ________________

Student Name ____ **Age** __________
Last First or
Grade __________

Content Area Communication Arts **Sight & Sound** 3.6.9

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To find a magazine article from a Readers' Guide author entry.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that: (Have him take notes.)
   a) The Readers' Guide is used to locate magazines.
   b) Entries in the Readers' Guide are listed alphabetically by subject or author. (By last name and in capital letters.)
   c) The student should write down the name and date of the magazine and give it to the librarian. He should copy the title, magazine date and page numbers for his own reference.
2. Have the student choose a subject, use the Readers' Guide, and check out a magazine. He is then to locate the article on his topic and summarize it.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will locate an article through the Readers' Guide and summarize the article.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.6.10

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To find a subject entry in the Readers' Guide.

Activities: **What will be done, when, how much (time), by whom?**

1. Give the student this information:

   a) The Readers' Guide is used to locate magazine articles.
   b) Articles are indexed according to subject or author.
   c) In the subject entry the first word is in capital letters.
   d) Broad subjects are divided into subheads.
   e) Articles are listed alphabetically by title, under the heading.
   f) The author's name follows the title of the article.
   g) People can also be listed as subject entries.

2. Write down the name and date of the magazine and hand it to the librarian. Copy the title, magazine, date, and page numbers for your own reference.

3. Have the student choose a subject and list the article titles under that subject heading.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will choose a subject and list the article titles under his chosen subject heading by using the Readers' Guide.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or Grade** ____________

Content Area Communication Arts Sight & Sound 3.6.11

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use an encyclopedia.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   - a) An encyclopedia contains information on all subjects, listed alphabetically, and may be one or more volumes.
   - b) The back of each volume is marked with letters or words which begin all entries in that volume.
   - c) Guide words are on the top of the page.
   - d) An outline of the article and a list of related articles can be found at the end of the article.
   - e) A bibliography or a list of books on the subject can also be found at the end of the article.
   - f) Most encyclopedias have an index to aid in finding subjects.
2. Have the student look up a subject in the encyclopedia. He is to list the subject, article title, page number, and volume number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will look for a subject of his choice in the encyclopedia and record the subject, title of article, volume number, and page number.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

hool: ____________________ **District:** ____________________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ______________________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts **Sight & Sound#** 3.6.12

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To find biographical information.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student: (he should take notes)

   a) A reference book is used to refer to information.
   b) To locate information about people there are several sources:

   - Webster's Biographical Dictionary - has short entries listed alphabetically by the last name, about famous people.
   - Current Biography - has long articles about people. It is published monthly and people are listed alphabetically by last name.
   - The Dictionary of American Biography - about outstanding Americans who are no longer alive.
   - The Dictionary of National Biography - about outstanding Englishmen who are deceased.
   - Who's Who - contains brief articles about living British people.
   - Who's Who in America - contains brief articles about living Americans.
   - Twentieth Century Authors - has articles about authors.
   - The Junior Book of Authors - has biographies about illustrators and authors of children's books.

2. Give the student a list of people to look up. Have him write down which book he would use to locate information about that person:

   1. Ronald Reagan
   2. Jimmy Carter
   3. Edgar Allen Poe

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list the source for which information can be found for each of the fifteen people listed. (There may be more than one source which applies.) He will do this with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ______________________________________
Signature **Title**

Activities:

2. (continued)

    4. Agatha Christie
    5. Sir Arthur Connan Doyle
    6. James Mitchner
    7. Emily Dickenson
    8. Marilyn Monroe
    9. Tom McCall
    10. Romain Gary
    11. Jean Seberg
    12. Malcolm X
    13. Dick Gregory
    14. Ashley Montague
    15. Queen Elizabeth

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age or Grade** ____________
Last **First**

Content Area Communication Arts Sight & Sound# 3.6.13

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be aware that there are reference books for finding information about literature.

Activities: What will be done, when, how much (time), by whom?

1. Have the student take notes on the following:
   a) There are references to aid in finding information about literature.
      - The Literary History of the United States - gives information in regard to the history of American Literature. It is divided by time period.
      - The Oxford Companion - is a handbook which helps one find authors, references to mythology, history and works of literature, listed in alphabetical order.
      - Granger's Index to Poetry - indexes 600 volumes of poetry. One can locate a poem by looking up the author, the subject, the title, or the first line.
      - The Short Story Index - lists over 60,000 short stories by author, title, and subject.
      - Moulton's Library of Literary Criticism - is chronologically arranged and gives a short biography and a criticism of an author's work.
      - The Reader's Encyclopedia - gives brief summaries of articles about authors, plots, characters, and criticism. It is also good for finding quotations. Important words are indexed.

2. Have the student write down where he would find the following:
   a) a reference to mythology
   b) a poem by Ogden Hash
   c) information about Mark Twain's time period
   d) Shirley Jackson's The Lottery
   e) a quotation

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list five sources where he can find the five subjects listed above (#2). He will do this with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** __________________

Student Name ____ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound# 3.6.14

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be aware that there are reference books for finding information about Social Studies.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student Social Studies information can be found in:
   a) Atlases
      - The Atlas of the Second World War - traces troop movements and battles.
      - The Dictionary of American History - briefly covers all phases of American history.
      - The Encyclopedia of American History - contains a basic time line of history, topics, and brief biographical sketches.

2. Have the student go to the library and locate information about: (he is to indicate source, page number, and topic)
   a) Information about a battle in France during World War II.
   b) Information about a battle during the Civil War.
   c) Biographical information about President Grant.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will locate information, listing title of source, page number, and topic with 100% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** __________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area ____________

For Dates ____________ to ____________

Student Name ____________ Last ____________ First ____________ Age ________ or Grade ________

Content Area Communication Arts Sight & Sound# 3.6.15

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be aware that there are references for finding information about Science.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student Science information can be found in:
   - a) The Encyclopedia of Science and Technology - covers all phases of Science. The last volume is an index.
   - b) Dictionary of Science and Technology - good for definitions of Scientific terms, chemical and physical data, tables, charts, and a biography of scientists.
   - c) Biographical Encyclopedia of Science and Technology - traces the history of Science.

[illegible]. Have the student tell where he would locate this Scientific information:
   - a) information about the life of Galileo.
   - b) the year Galileo demonstrated the truth of the Copernican Theory.
   - c) Definition of Zoology.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will look up information in three specified Scientific reference books and list information with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ____________ **Signature** ____________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.6.16

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be familiar with reference books containing miscellaneous information.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that there are reference books containing miscellaneous information:
   a) The World Almanac - the index is at the front.
   b) The Statesman's Yearbook - gives information about governments of the world, names government officials, statistics, and a bibliography for each listed country.
   c) There are reference books for many subjects: religion, art, gardening, music.
2. Have the student tell where he would locate miscellaneous information by naming a source.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will name a source to find miscellaneous information.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____________________________________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts **Sight & Sound#** 3.7.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To explain an informative speech and what are appropriate topics.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) In an informative speech, the speaker conveys to his audience ideas he has formulated or information on a particular topic.
   b) Any time one passes on information to someone else he is informing.
   c) Topics:

      - Explain a process.
      - Explain what something is.
      - Tell about something.

   d) The speaker provides the audience with information.
   e) The speaker should have accurate information.
   f) Practice before presenting the speech.

2. Have the student list ten topics which are appropriate for an informative speech.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will develop a list of ten topics appropriate for an informative speech.

Total Days Participation ____________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.7.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand what a speech of personal experience is.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
    a) A personal experience occurs when a person lives through and observes any series of events or happenings.
    b) The speaker uses personal experience to inform or entertain the listener.
2. The student will list 10 topics which would be appropriate for speeches of personal experience.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list ten topics which are appropriate for speeches of personal experience.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ________

For Dates ________ to ________

Student Name ______________________________ **Age or Grade** ________
Last First

Content Area Communication Arts Sight & Sound# 3.7.3

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To explain the function of a speech to convince.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   a) A speech to convince must have a topic that is debatable; i.e., there is more than one belief as to the best way to deal with it.
   b) The speaker's statements must be believable.
   c) Evidence is needed to convince, and must be accurate.
   d) The speaker must believe in the ideas he is presenting.
2. Have the student list four things one needs in order to present a convincing speech.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list four elements necessary for a successful speech to convince.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: Yes ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________________ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound# 3.7.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be prepared to deal with hecklers.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) A heckler is a member of the audience who tries to disrupt the speaker by asking questions, arguing, ignoring the speaker, and doing other things to distract the speaker and the audience from the intended purpose of the speech.
   b) Hecklers are successful if the speaker responds to their demands.
   c) A heckler can be used to advantage if the speaker maintains respect and his sense of humor.
   d) A speaker who is:

      - well-prepared and knows his material
      - has practiced
      - convinced that his views are valuable

      will overcome a heckler.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list three ways to overcome a heckler.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** __________
Last First
or
Grade __________

Content Area Communication Arts **Sight & Sound#** 3.7.5

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To explain the function of an impromptu speech.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) An impromptu speech is giving an unprepared talk.
   b) An impromptu speech is unrehearsed and unprepared.
   c) Organization
      - time sequence
      - spatial order (front to back, top to bottom, description)
      - casual order - tells why something occurred.

2. Have the student prepare an impromptu speech.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will define an impromptu speech.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound# 3.7.6

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To define an introduction speech.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   - a) An introduction speech tells the audience who a speaker is, what he will speak about, and why he is qualified to speak.
   - b) An introduction should be interesting.
   - c) It should be short and to the point, and not overshadow what the speaker has to say.
2. Have the student list three elements which should be covered in an introductory speech.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list three elements covered in an introduction speech with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ______________________________________ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts **Sight & Sound#** 3.7.7

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To discuss how physical appearance can prove effective in a speech.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   a) Grooming, facial expression, gestures, eye contact, and mannerisms all influence a speaker's audience.
   b) Appearance shows respect for the audience.
   c) The sloppy appearance of a speaker distracts and discourages the audience.
2. Have the student tell why a good appearance is important.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will tell why good appearance is important in giving a speech.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________________ **Age** ________
Last First **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.8.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify the position used by the author in telling a story.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that there are several common points of view by which an author tells a story. Point of view is the position an author uses to tell a story.

2. Have the student write down the four points of view.

   a) Objective - describes, shows or reports. You know only what you see and hear.
   b) First person or personal - the author becomes one of the characters. (The reader can thus see into the mind of the author who often uses the pronoun "I".)
   c) Third person omniscient - the author reports what only one person is thinking and what the others are doing and saying. (Omniscent - one who sees all and knows all.) The author can see into the mind of the character.
   d) Totally omniscient - the author is all knowing. He is aware what all characters are thinking and doing.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list (written or oral) and explain the four literary points of view from which an author tells a story with 75% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________________
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age or Grade** ____________
Last **First**

Content Area Communication Arts Sight & Sound 3.8.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify and understand personification.

Activities: **What will be done, when, how much (time), by whom?**

1. Define personification for the student or have him look up the definition in the dicitionary.
   Personification is a figure of speech in which non-living things are given human characteristics.

2. Give the student some examples.

   a) Carl Sandburg's poem Fog tells of how it "comes in on little cat feet" sitting and "looking . . . on silent haunches . . ."
   b) Sandburg's poem Chicago tells of the buildings having "big shoulders."
   c) Phrases such as the wind howled the windows in the old building stared at the deserted street.

3. Have the student list (in writing) five examples of personification.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list five examples of personification with 100% accuracy.

Total Days Participation ______________ out of a possible ____________________

Criterion Attained: Yes ______________ No ______________ Date ________________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.8.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To show the student the importance of word selection in literature.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student that use of the proper word is essential to portray the meaning the author desires. Thus an author must consider word choice very carefully. Read the following phrases to the student, telling him that the passages are from John Steinbeck's The Pearl.

   "The wind screamed over the Gulf and turned the water white, and the mangroves plunged like frightened cattle, and a fine, sandy dust arose from the land and hung in a stifling cloud over the sea."

   Carefully chosen words such as "wind screamed," and "plunged like frightened cattle" create a vivid image in the reader's mind. One can feel the force of nature.

2. Have the student write a five sentence paragraph selecting words which create a vivid image.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write a five sentence paragraph which makes the reader picture what he is trying to say.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age or Grade** ________
Last First

Content Area Communication Arts Sight & Sound 3.8.6

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify figures of speech.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that:

   a) A simile is a comparison using like or as. ("The house was like a ship that slowly listed" from Selma Robinson's Country Night compares the house to a leaning ship.)
   b) An epigram is a short, witty expression as "Fools rush in where angels fear to tread."
   c) A cliche is an over-used expression as "light as a feather."
   d) An alliteration is the repetition of initial sounds, usually consonants, as in the fat, furry fox fell far fast.

2. Have the student give an example of each (either written or oral).

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to define and give an example of each of the four figures of speech with 70% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________________ **Age** ____________
Last **First**
or
Grade ____________

Content Area Communication Arts Sight & Sound 3.8.7

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To show the student what a metaphor is.

Activities: **What will be done, when, how much (time), by whom?**

1. Have the student look up the word "metaphor" in the dictionary and write it down. (A metaphor compares two things that are alike in certain ways but not in others.)

   Give him three examples:

   a) My dog is a mop. (This compares the animal to an object.)
   b) That boy is an ox!
   c) Tom is a nut.

2. Have the student fill in the blanks in the following five sentences.

   a) My dog is a _____.
   b) His hair is a _____.
   c) The sun is a _____.
   d) Margarete's kitten is a _____.
   e) The bull is a _____.

3. Have the student write or give orally five examples of his own.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will produce ten metaphors with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ________________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ______________________________________ **Age or Grade** ____________
Last First

Content Area Communication Arts Sight & Sound 3.8.9

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To help the student identify symbolism in literature.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student: That symbolism is a figure of speech in which an object stands for, or represents an idea or belief.

   Give him three examples:

   a) a dollar sign $ is a symbol for money.
   b) a badge symbolizes a police officer.
   c) a skull and cross bones symbolizes poison.

2. Inform the student that symbolism is used in literature.

   a) In Robert Frost's The Road Not Taken the roads symbolize life's decisions.
   b) A rose often symbolizes beauty.

3. Have the student answer orally what the following symbolize:

   a) red
   b) the flag
   c) white

4. Have the student list three other symbols.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will define symbolism and give examples with 75% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age or Grade** ____________
Last **First**

Content Area Communication Arts Sight & Sound 3.8.10.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To understand and recognize three types of irony.

Activities: What will be done, when, how much (time), by whom?

1. Write the definition of irony and have the student copy it. Irony is when the author says one thing and means the opposite.

   Give an example: The man was using irony when he called the slow runner "Speedy".

2. Have the student copy down the three types of types of irony.

   a) Verbal - when a speaker makes a statement but means the opposite of what he is saying. Example: "Nice day!" He said as he looked at the downpour.
   b) Dramatic irony - the difference between what the speaker says and what the author means. Example: With a look of disgust, she murmured; "I'm so glad I hurried to get here."
   c) Irony of situation - when there is a difference between what would seem to be what should happen and what actually occurs. Example: James aimed at his enemy. He missed and the bullet richocheted. Thus ironically he wounded himself.

3. Have the student write an example of each of the three types of irony.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will list the three types of irony and give an example for each with 100% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes __________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.8.10.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand the use of irony in literature.

Activities: **What will be done, when, how much (time), by whom?**

1. Define irony for the student: Irony is something that goes against what one normally expects.
2. Give the student these examples:
   a) a bald barber.
   b) a vegetarian ordering steak.
   c) an attack dog cringing.
   d) a policeman getting a ticket for speeding.
3. Have the student give (orally) five examples of his own.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will give five examples of irony with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ________
Last First
or Grade ________

Content Area Communication Arts Sight & Sound 3.8.11

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the six methods of characterization.

Activities: **What will be done, when, how much (time), by whom?**

1. List the six methods of characterization by:

   a) appearance - the way a character looks.
   b) thought - what he thinks
   c) speech - what he says
   d) action - what he does
   e) author's direct comments - what the author says about the character
   f) conversation of others - what other characters say about another character

2. Inform the student that characterization gives the reader a picture of the character.

3. Have the student write (1-4 paragraphs) a description of someone (either fiction or non-fiction) using the six methods of characterization.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to list the six methods of characterization with 100% accuracy. The student will use the six characterization methods in a paragraph or short piece of writing.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.8.12

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify alliteration.

Activities: **What will be done, when, how much (time), by whom?**

1. Have the student look up alliteration in the dictionary. (The repetition of speech sounds, usually consonants.)

   Give examples to the student.

   a) The fat, furry, fox fell. The f repetition is an alliteration.
   b) Larry Lovel loves Lucy Lumbar.
   c) Fred fought furiously for his freedom.
   d) Shelley saw some sunlight.

2. Have the student explain alliteration and give five examples.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will define and list five examples of alliteration with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** __________

For Dates ______________ to ______________

Student Name ____ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.8.13

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize and understand the use of foreshadowing.

Activities: **What will be done, when, how much (time), by whom?**

1. Write down the meaning of foreshadowing and have the student copy it.

   Forshadowing is the use of important hints to prepare the reader for what is to come and to help him anticipate the outcome of a story.

   Example: When the soothsayer in Julius Caesar tells him to "beware the Ides of March", he is foreshadowing Caesar's assassination.

2. Explain that many authors use foreshadowing as a device to help prepare the reader for the way a story ends.

3. Tell the student that in Ambrose Bierce's Occurence at Owl Creek Bridge when one reads that "as these thoughts, . . . were flashed into the doomed man's brain . . . the sergeant stepped aside." This foreshadows the hanging of his main character.

4. Read Robert Conrad's The Most Dangerous Game to the student (or have him read it).

5. Have the student point out where Conrad uses foreshadowing. The first few pages tells the reader that the island is "rather a mystery . . .," ". . . the old charts call it SHIP TRAP ISLAND" and "the place has a reputation, a bad one." All three ideas foreshadow that the story will be one of terror and mystery.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student is to point out where Conrad uses foreshadowing.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** ___________
Last **First** **or**
Grade ___________

Content Area Communication Arts Sight & Sound 3.8.14

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be aware that "trite" or "dead" expressions should not be used in writing.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that trite expressions detract from good writing. (Trite means that they no longer have originality.)

   Give him some examples:

   a) fast as greased lightning
   b) big as a house
   c) gray as a ghost

2. Have him list five examples.
3. Have him write a one page story (four paragraphs) being sure that he uses no trite expressions.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student's paper will contain no trite expressions.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age or Grade** ____________
Last **First**

Content Area Communication Arts Sight & Sound 3.8.15

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a hyperbole.

Activities: What will be done, when, how much (time), by whom?

1. Define hyperbole: a bold overstatement or an exaggeration and give examples.
   a) It's raining cats and dogs.
   b) I have a million things to do.
2. Have the student write three sentences using a hyperbole in each.
3. Have the student read four sentences and identify which two have hyperboles.
   a) The dog was as quick as a fox.
   b) She was as embarassed as Joan was.
   c) A famous poem states that the poet will maintain his love "until the seas go dry."
   d) The white man promised the Indian that the land was his as long the grass grew and the rivers flowed.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the two correct sentences with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ Last ______________ First ______________ **Age or Grade** ______________

Content Area Communication Arts Sight & Sound 3.8.16

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand the function of setting in literature.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that setting gives the reader the background he needs to understand the story. Setting gives the time period, place, and tells what is happening, who the characters are.
2. Have the student write a paragraph establishing a setting for a story. He is to include:
   a) time
   b) place
   c) what is happening
   d) character information (optional)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write a paragraph which establishes a setting.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.8.17

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand what a protagonist is.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that the protagonist has the following characteristics:

   a) he is the hero or "good-guy"
   b) he is the main character
   c) he usually must face problems
   d) he helps others, often at risk to his own life

2. Have the student give three examples of things a protagonist might do.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

This student will list two characteristics of a protagonist with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ____________
Last **First** **or**
Grade ____________

Content Area Communication Arts Sight & Sound 3.8.18

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand what an antagonist is.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that an antagonist has the following characteristics:

   a) he is the villain or bad guy
   b) he creates problems for others in the story
   c) he especially creates problems for the protagonist
   d) he creates conflict in the story

2. Have the student give three examples of things an antagonist might do.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list two characteristics of an antagonist with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______

Last **First** **or**

Grade ______

Content Area Communication Arts Sight & Sound 3.8.19

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand plot.

Activities: **What will be done, when, how much (time), by whom?**

1. Define plot for the student.

   a) Plot is the plan of action in a story.
   b) Plot leads the reader to the conclusion of the story.
   c) Plot is like a series of steps.
   d) Plot has beginning action and an ending.

2. Give the student an example, outlining the plot of a story.

   In Saki's The Open Window. A shy man visits with the niece of a lady he's waiting to meet. The girl convinces him that there was a terrible tragedy. When the people the niece says were killed return, the young man panics and leaves. The niece then lies to the aunt about his rapid departure.

3. Have the student read a story (or read it to him) and have him give the plot of the story.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a story and recall its plot with 75% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound 3.8.20

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To understand what a euphemism is.

Activities: What will be done, when, how much (time), by whom?

1. Define euphemism for the student telling him that euphemisms use mild terms instead of strong ones to spare someone's feelings.

   Give examples:

   a) Telling a 400 pound man that he's slightly overweight.
   b) Telling kids running wildly through the house they are being "active."
   c) Telling someone that impolitely eats everything in sight that he must be hungry.

2. Have the student give three examples of euphemisms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will give three euphemisms with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ______________________ Area ____________

For Dates ______________ to ________________

Student Name ______________________________________ Age or Grade __________
Last First

Content Area Communication Arts Sight & Sound 3.8.21

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand why allusions are used in literature.

Activities: **What will be done, when, how much (time), by whom?**

1. Tell the student what an allusion is and give him some examples. Literary allusions are references made to people or places in ancient times; often Greece or Rome. Allusion helps the reader recall the past.

   Examples:

   a) To Helen by Edgar Allen Poe, alludes to Helen of Troy when he says "Helen thy beauty is to me like those Nicean barks of yore!"
   b) Love described as Cupid's arrow hitting someone.
   c) Trouble equated with Pandora's box being opened.

2. Have the student tell, in his own words, what an allusion is.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to tell what an allusion is.

Total Days Participation ______________ out of a possible __________________

Criterion Attained: Yes ____________ No ______________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound 3.8.24

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To show the student what an epigram is.

Activities: **What will be done, when, how much (time), by whom?**

1. Tell the student that epigrams are short, witty expressions which make a comment on life.

   Give examples:

   a) An apple a day keeps the doctor away.
   b) Haste makes waste.
   c) A rolling stone gathers no moss.

2. Have the student give five examples to show that he knows what an epigram is.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list (or give orally) five examples of epigrams with 80% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Last** **First** **Age** ______ **or Grade** ______

Content Area Communication Arts Sight & Sound 3.8.25

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To understand what a fable is.

Activities: What will be done, when, how much (time), by whom?

1. Define fable and give an example.

   a) A fable points out some truth about human behavior or a truth most of us believe.
   b) Fables often use animals as characters.
   c) These characters give us a view of human behavior.

   A fable about a hungry pig who finds a pearl and throws it away because it is not a piece of corn, teaches that one should not throw something away before knowing its value.

2. Have the student define a fable and give an example.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will tell what a fable does and give an example with 100% accuracy.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound 3.8.26

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To understand the meaning of theme and the types of theme.

Activities: What will be done, when, how much (time), by whom?

1. Define theme as the total meaning of the story in the form of a comment about human beings and life.

   Give the types of themes:

   a) Love conquers all; the power of love outweighs that of hate.
   b) Good vs Evil; the conflict between two forces.
   c) Beauty is skin deep; one must look below the surface to find true worth.
   d) Know yourself; each person must find himself.

   Inform the student that the above are common themes in literature.

2. Have the student define theme and give two examples.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will define theme and list two examples of types of themes with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ______________________________ **Age** ________
Last First **or**
Grade ________

Content Area Communication Arts Sight & Sound# ____________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will write what is dictated to him, using proper punctuation and spelling.

Activities: **What will be done, when, how much (time), by whom?**

1. Read a paragraph to the student. Have him write it word-for-word.

The student has been given the following list of words the previous week:

to	their	a lot	weather	where
too	there	know	whether	it
two	they're	no	were	it's

Read to the student:

"Joan and Jim were two children. Their mother didn't know whether to punish them or not, as they were always fighting a lot. They fought about the weather, argued with the cat over its food, and complained about where they were assigned to sit at the table.

"They're impossible!" their mother sighed. "It's to the point I don't know what to do."

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will use the correct words in the paragraph with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound# ________________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use proper and common nouns correctly in writing.

Activities: **What will be done, when, how much (time), by whom?**

1. Dictate the following to the student. He is to write it word for word using proper capitalization.

   Anne Frank, a Jewish girl, lived in hiding for two years. She and her family hid in an attic to avoid capture by the German Nazis during World War II.

2. Using the above paragraph, the student is to identify the proper nouns by circling them and the common nouns by underlining them.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly identify common and proper nouns.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade ________

Content Area Communication Arts Sight & Sound# ____________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use proper capitalization.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Seasons of the year are not capitalized - summer, winter, spring, fall.
   b) School subjects are not capitalized unless they are the names of languages, or specifically numbered courses.

   Examples:
   - I am studying Spanish.
   - I like journalism.
   - French History is an interesting class.

   c) Points of the compass - north, east, south, west, and words made from them are not capitalized when indicating direction.

   Example:
   - He headed north to Portalnd.

   d) Names of geographical regions of a country are capitalized.
   - Some of our great writers are from the South.

2. Correctly capitalize the words in the following:

   a) I live in the middle east.
   b) I like Brooklyn.
   c) He is a member of the canadian parliament.
   d) My favorite season is spring.
   e) Go north and you will find the house.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will correctly capitalize the words in five sentences.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ No ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last**) ____________ (**First**) **Age or Grade** ____________

Content Area Communication Arts Sight & Sound# ____________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify the topic sentence in a paragraph.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) The topic sentence tells the reader what the paragraph is about.
   b) The topic sentence expresses the main idea of a paragraph.

   Examples:

   Horses met an untimely death during the 1900's due to the poor street conditions. Slippery surfaces, chipped cobblestones, and unsanitary conditions all contributed to the loss of many horses.

   The rest of the paragraph would deal with why the horses died.

   Snoring may be due to one of several causes. - The rest of the paragraph would deal with what the causes are.

2. Have the student write three sentences and tell how each would be developed.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write three topic sentences and tell how they would be supported.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature**) ____________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Last** ____________ **First** ____________ **Age or Grade** ____________

Content Area Communication Arts Sight & Sound# ____________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To write a thesis statement.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A thesis statement is the controlling idea of an essay.
   b) A thesis statement is general.
   c) Everything in the essay should refer to the thesis.

   Example:

   Students at my school are required to take writing, but parents, teachers, and students do not agree how it should be taught.

   This statement suggests three views which can be presented to show how each of the three groups feel writing should be taught.

2. Have the student write three statements which would be good thesis statements.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write three thesis statements at 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ **Signature** ____________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** ______________ **First** ______________ **Age or Grade** ______________

Content Area Communication Arts **Sight & Sound#** ______________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To combine sentences to change sentence patterns.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) Sentence patterns should be varied to avoid boredom.
   b) Simple sentences can be combined to add variety.

   Examples:

   - The airplane is big.
   - The airplane is silver.
   - The airplane is a DC-7.
   - The airplane is impressive.

   This can be combined to be more interesting.

   - The DC-7 was a big, impressive, silver plane.

   - The clock was old.
   - The clock was ticking.
   - The clock was loud.

   This can be combined to read: The old clock was ticking loudly.

2. Have the student combine the following:

   My dog is big.
   My dog is brown.
   My dog is friendly.

   The girl was scared.
   The girl was young.
   The girl was unhappy.

   The puppy was a Cocker.
   The puppy was six weeks old.
   The puppy was black.
   The puppy was a female.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will combine the sentences to vary sentence patterns with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts **Sight & Sound#** ______________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To narrow a topic.

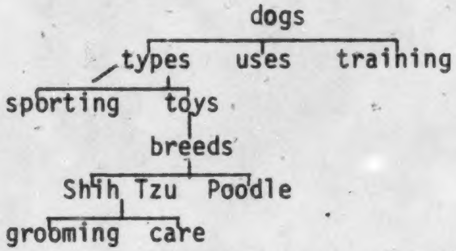
Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) That some topics are too broad to be used in a short paper.
   b) It would take a book to cover the broad category of sports, for example:

   One could write an effective paper on "What I have learned about sportsmanship through playing football."

   One must learn to narrow a topic. Take a broad topic such as dogs and break it down in this manner:



   The writer has gone from the broad topic of dogs to a more narrow topic of a specific breed, the Shih Tzu. This category can be narrowed to a topic sentence: The Shih Tzu is a breed which requires much grooming and care. The paper would then deal with the care and grooming of this particular dog.

2. Have the student choose a topic and break it down until he can come up with a good topic sentence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will choose a general topic and break it down to a topic sentence.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound# A

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand the use of a footnote.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:
   a) A footnote is used to acknowledge the source of a quotation.
   b) A footnote acknowledges someone else's ideas.
   c) The footnote for a book gives the name of the author, the title of the book, and the page number.
   d) The footnote for a magazine article gives the author, the title of the article (in quotation marks), the name of the magazine, the volume, page number, and the date of the magazine.
   e) The number 1 is used for the first footnote, and is designated by the number being placed at the end of the passage being footnoted. Number 2 is used for the second footnote, three for the third, etc.
   f) The reader looks at the corresponding number at the bottom of the page or the list of footnotes at the end of the paper.
   g) All ideas, not your own, must be footnoted.
2. Ask the student to describe the use of a footnote.
3. Have him then tell what is to be included in an entry.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will describe the use of a footnote and tell what information is to be included both for books and magazines.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: __________ **District:** __________ **Area** __________

For Dates __________ **to** __________

Student Name __________ **Last** **First** **Age** __________ **or Grade** __________

Content Area Communication Arts Sight & Sound# B

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use correct footnote format for a book.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) The footnote for a book gives:

   - the author's name (first name followed by the last name)
   - the title of the book (underlined)
   - the page number.

   b) The entry is indented like a paragraph.

   Example:

   [3]James M. Burns, The American Indian, page 63.

   The footnote number goes before and above the author's name.

2. Have the student write three footnote entries based on the following:

   A book called The Old West, written by John James. The information was found on page 62.

   Pages 53 and 54, title - The U.S. in the 1800's - by Sydney Green.

   Title - The Old South - pages 72 and 73, by Cheryl Smith.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write three correct footnote entries.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: __________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** ____________
Last First **or**
Grade ____________

Content Area Communication Arts Sight & Sound# C____________________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use correct footnote format for a magazine.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) To footnote a magazine article the following information must be included:

   - author (unless anonymous)
   - title of article in quotation marks
   - name of the magazine (underlined)
   - the volume and page number
   - the date of the magazine.

   b) Format:

   [4]James M. Drew, "New Dawn for an Old Race," in Newsweek, 47:29, March 12, 1978.

   c) The first line is indented as in a paragraph.

2. Have the student write two footnote entries based on the following:

   A magazine article entitled Teenagers, written by David Harding. Appeared in the November 2, 1980 Newsweek, volume 53; page 89.

   Magazine article in Time, January 23, 1968, volume 63, author anonymous, title - Fighting Inflation, pages 3-5.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write two correct footnote entries.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Last** **First** **Age or Grade** ______

Content Area Communication Arts Sight & Sound# A

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To understand what a bibliography is.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A bibliography gives the reader complete information as to where the information was attained.
   b) A bibliography includes:

Author (last name first)	Author (last name first)
Title (underlined)	Title of article (in quotation marks)
Place of publication	Name of magazine
Publisher	Volume and page numbers
Year of publication	Date
(Book)	(Magazine)

2. Have the student tell what a bibliography is and tell what needs to be included in an entry.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will tell what a bibliography is and what information needs to be included.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** ___________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade __________

Content Area Communication Arts Sight & Sound# B

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To learn the correct format for a bibliography.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student that in a bibliography:

   a) Items are arranged in alphabetical order according to the last name of the author.
   b) Anonymous items are listed alphabetically by the first word of the title (other than a, an, the - in which case you go to the second word).
   c) If you have included more than one work by the same author you can use a long dash in place of the name other than the first entry.
   d) An item which is longer than one line requires that the second and all other lines are indented so the author's name sticks out.
   e) Commas are used between all parts of a bibliographical item. A period at the end is optional.

2. Have the student list three items one needs to know in writing a bibliography.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will list three items one needs to know in writing a bibliography.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** __________ **No** ___________ **Date** _____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ (Last) ______________ (First) **Age or Grade** ______________

Content Area Communication Arts **Sight & Sound#** C

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To put a bibliographical entry in the proper format. (Book)

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) A bibliography must be written in the following format and include the following information:

      Author (last name, first name), Title (underlined), place of publication (city), publisher, year of publication.

      Jones, Sarah, My Life Story, New York, Harcourt-Brace, 1953.

   b) Note any lines after the first are indented.

2. Have the student put the following information in bibliographical form.

   A book titled Dog Training, published in 1943, written by Blanche Saunders, published by Rand-McNally in New York City.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will put bibliographical information in correct form.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (Signature) ______________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts **Sight & Sound#** D

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To put a bibliographical entry in proper format. (Magazine)

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) A bibliographical entry for a **magazine** must include:

   Author (last name first), "Title of **Article**" (in quotation marks), Title of magazine (underlined), volume and page numbers (volume: page), Date.

   Reynolds, Sandy, "Hollywood Movies," in Time, 32: 93-95, January 22, 1963.

   b) Note lines after the first line are indented.

2. Have the student put the following information in bibliographical form.

   An article in Scholastic, by Raymond Morley, called Vice Presidents, volume 63, in March 24, 1968, page 13.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will put bibliographical information in correct form.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to __________________

Student Name ______________________________________ **Age** __________
Last First **or**
Grade __________

Content Area Communication Arts **Sight & Sound#** ____________________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To learn the use of Ibid, in a footnote.

Activities: **What will be done, when, how much (time), by whom?**

1. Inform the student:

   a) Ibid represents the Latin word ididem, meaning "in the same place."
   b) It is used instead of repeating a footnote immediately preceding it.
   c) If you have used the same source rather than repeating the same information you may write: Ibid, p.63.

   Example:
   [1] John Hurley, America, p. 82.
   [2] Ibid, p.85.

2. Have the student tell the use of Ibid. Give him the following information and have him put it in correct bibliographical form:

   1. A book called Parents, by James Burns, page 23.
   2. A book by Sydney Green called Children, page 18.
   3. The same book by Sydney Green, page 64.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will put information in the correct bibliographical form and tell the meaning of Ibid.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____________________________________ Last First **Age** __________ or **Grade** __________

Content Area Communication Arts **Sight & Sound#** ____________________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn the use of Op. Cit.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:

   a) Op. Cit. represents the Latin words opere citato which means "in the work cited."
   b) It is used to avoid repeating a reference, but only when another reference has intervened.

   Example:

   [1]John Grant, Clocks, p. 64.
   [2]Joe Sacre, The United States, p. 88.
   [3]Grant, Op. Cit., p. 66.

2. Have the student tell when to use Op. Cit. and have him put the following in the correct form:

   1. A book by Sally Smith, page 89, called Wars.
   2. A book by Jim Steele called Battles, page 89.
   3. Another entry by Sally Smith, page 66.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will tell the meaning of Op. Cit. and how it is used. He will also put bibliographical information in the correct format.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ____________ **Age** ____________
Last First **or**
Grade ____________

Content Area Communication Arts **Sight & Sound#** ____________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the difference between the use of bad and badly.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   a) The word bad is usually used as an adjective.
      - Eva made a bad error.
      - He is a bad boy.
   b) The word badly is usually used as an adverb.
      - The toast was badly burned.
      - He played badly.
   c) In formal English bad - not badly - is used after a linking verb (be, appear, feel, look, seem, smell, taste).
      - Jim felt bad that he lost his job.
      - That smells bad.
2. Have the student write six sentences. Three should use bad and three should use badly.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will write six sentences using bad and badly correctly.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last**) ____________ (**First**) **Age or Grade** ____________

Content Area Communication Arts Sight & Sound# ____________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the use of between and among.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   a) Among refers to three or more people, places, or things.
      - She was among the four finalists.
   b) Between is used to refer to two items or two groups of items.
      - He stood between the two girls.
   c) When between is followed by a compound object, the items are joined by and, not or.
      - The girl had to choose between the movie and the dance.
2. Have the student write ten sentences, five correctly using among, and five correctly using between.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will use among and between correctly in ten sentences, with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature**) ____________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade ______________

Content Area Communication Arts Sight & Sound# ______________

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use bring and take correctly.

Activities: What will be done, when, how much (time), by whom?

1. Inform the student:
   a) The choice between bring and take depends on the direction of the action.
      - Bring is toward the speaker.
        Bring me the file.
      - Take is to move something away from the speaker.
        Take the file to Mr. Berwick.
2. Have the student state the difference between bring and take.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will tell the difference between bring and take.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**